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ABSTRACT

A study conducted in 1981-82 examined program organization in the secondary division of Western Australia's district high schools. Because small secondary schools throughout the Western World are increasing in number, the study had as its genesis a concern for such schools and an appreciation of the difficulties they face in maintaining viable programs. In addition to interviews and field trips to more isolated schools, information was gained through questionnaires distributed to district high school principals, deputy principals, staff members, and a stratified random sample of students and parents of students in Years 7 and upwards. Returned questionnaires represented results from 47 schools. The primary issues identified were the restricted range and continuity of subjects, the limited program alternatives, and the lack of curriculum relevance. A major complication was the problem of discontinuity of staffing. In order to maximize existing resources, program diversity might be achieved through cooperation between the school and its community, and through reorganization and redeployment of already existing resources. Although supervised use of distance education materials and new technologies have great potential for promoting diversity in school programs, teachers will need to learn new methods in order to cope with situations which the changed learning styles will create. (BRR)

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JOHN DAVIS

Research Series No. 1

NATIONAL CENTRE FOR RESEARCH ON RURAL EDUCATION
The University of Western Australia

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**Program Organization
in
Western Australia's
District High Schools**

JOHN DAVIS



NATIONAL CENTRE FOR RESEARCH ON RURAL EDUCATION

The University of Western Australia, Nedlands, W.A.

1982

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Foreword

One of the functions of the National Centre for Research on Rural Education is to sponsor periods of residence in Western Australia by scholars interested in, and able to contribute to, its program of research. This report is the first of a series which will derive from that aspect of the Centre's activities. It was prepared by John Davis while he was on sabbatical leave from the Ontario Institute for Studies in Education. The quality of his research attests to the value of bringing international perspectives to bear on problems and issues which are so often thought to be endemic to particular systems.

Many of the difficulties in providing opportunities for education in rural areas are conditioned by a single set of elements, namely, sparsity of population, the high cost of maintaining services, and the problem of attracting sufficient numbers of appropriately qualified teachers to rural schools. In secondary education, curriculum issues are compounded by the several purposes which must be served, including those of general education, preparing adolescents for employment, and satisfying requirements for further education. There is inevitably tension in maintaining a balance between a uniform core of knowledge and skills and content which is suitable for local needs and interests. The problem of diversity frequently is resolved by pragmatic considerations; the economic viability of providing qualified teachers for classes which will have only a small number of students. The consequence is that students in rural schools are given a restricted choice.

The development of communications and information

processing technology provides an opportunity to reconsider program and methods of delivery. Such matters are addressed in this report. It contains suggestions for multi-mode delivery of courses and for consequent restructuring of curriculum. At the same time it considers alternative approaches to other problems which are not so readily resolved by new educational technology, in particular the problems of staffing and administration in rural secondary schools.

Several educationalists have addressed these and similar concerns. Some of their solutions are reflected in this report. However, while Dr Davis was cognizant of their work, he did not consider it in detail here. Rather, he chose to present a set of proposals which are based upon a thorough analysis of program organization in district high schools. Some of his proposals might provoke a defensive response; others will be received as familiar concerns. Whatever the reaction, the findings of the research and the suggestions for change must be recognized as useful contributions to the current review of program organization in secondary schools.

Derrick Tomlinson
Director

Acknowledgements

Since this study involved collecting data from hundreds of persons, I should first like to thank all students, parents, teachers, deputy-principals and principals who participated. Next, I express my appreciation to the many superintendents who allowed me to travel with them as they visited their schools. Some of these people went out of their way to be helpful. At the central administrative offices of the Education Department of Western Australia, Dr Ian Fraser and the Planning Branch staff courteously provided a wide range of valuable information. Mr Max Angus and staff in the Research Branch provided very useful advice, particularly in the formative stages of this study. Two Directors-General of Education, Dr David Mossenson and his successor, Dr Robert Vickery, were supportive of the study through all its phases, and facilitated my access to various schools and divisions of the Education Department. In Queensland, Mr W. Hamilton, Deputy Director-General of Education, and Mr Tom Robertson, Director of the North-West Regional Office, supported my research with enthusiasm and made arrangements for me to visit several schools.

Within the University of Western Australia, Alan Lyne of the Department of Education handled all the computer work involved in the study. At the National Centre for Research on Rural Education, its first Director, Dr Frank Darnell, and his successor, Mr Derrick Tomlinson, provided invaluable assistance especially during the early and concluding stages of the study when ideas had to be developed and tested. I am particularly indebted to Mrs Patricia Simpson who was responsible for editing, compiling and producing the final report. Other persons at the Centre, Anne Butorac, Andrew Higgins and Murray Lake provided valuable criticism of the

initial issues developed as the study progressed. The Centre's Board of Management subsidized the basic costs involved in distributing the survey instruments and in visiting schools over a wide geographic area. Finally, I would like to acknowledge the special assistance of Mrs Polly Edwards who typed several drafts of the text.

To all these persons, and to any others whom I may have forgotten inadvertently, I express my deepest appreciation.

John Davis

Perth, Western Australia
1982

Contents

<i>Foreword</i>	iii
<i>Acknowledgements</i>	v
<i>List of Tables</i>	ix
<i>Illustration</i>	xi
<i>List of suggested innovations</i>	xii
<i>Introduction</i>	xxi
1. The study	1
2. An overview of the schools	8
Personnel and program	8
Buildings and sports facilities	10
Teachers	11
Administrators	11
Students	14
Parents	17
Schools and their programs	20
Board of Secondary Education	20
Subjects in district high schools	22
Student option preferences	23
Parent option preferences	23
Organization of program	25
The K - 10 Philosophy in practice	27
Resources	28
Curriculum development in district high schools	37
Summary	42
3. Discussion	46
Core subjects	46
Options	48
Technical science courses	50
Core subjects and options	52
Program diversity and distance education materials	55
Distance education teacher materials	62
Curriculum development	66
The principal and curriculum development	72
Teachers and curriculum development	74
Staffing—program arrangements	77
Staffing—administration	78
Staffing—teachers	79
Generalist versus specialist teachers	83
Teaching resources	84
Supply and demand in staffing	85
The primary-secondary continuum	86
The administration of program organization	88
Summary	91

Contents

4.	Conclusion	95
APPENDIXES		
A.	Tables related to chapter 2	101
B.	District high school enrolment and teaching staff, July 1981	121
C.	Job description of Queensland subject master/ mistress - curriculum	127
D.	Survey instruments	129
	Principals' and deputy principals' questionnaire	130
	Teachers' questionnaire	142
	Students' questionnaire	153
	Parents' questionnaire	157
	References	161

List of Tables

1. Questionnaire responses	5
2. Teachers' teaching experience	12
3. Age of respondents to teachers' questionnaire	12
4. Age and sex of administrators	12
5. Professional experience of administrators	13
6. Job satisfaction of administrators and teachers	15
7. Age of students	16
8. Placement of students by year	16
9. Distance from home to school: students	16
10. Student perceptions of their achievement	18
11. Student satisfaction with school	18
12. Student perceptions of how frequently they can get help with their school work (at school)	18
13. Age groups of parents	18
14. Distance from home to school: parents	19
15. School divisions in which parents had children	19
16. Parent perceptions of the quality of their children's education as compared to that they received	19
17. Option preferences of students, had the subjects been available in their schools	24
18. Option preferences of parents, had the subjects been available in their schools	24
19. Proportion of secondary specialists participat- ing in primary classes of the school	24
20. Proportion of primary teachers participating in secondary classes of the school	29
21. Teachers' ranking of resources of greatest assistance	29
22. Teachers' estimates of availability of resources	29
23. Teachers' estimates of quality of resources	33
24. Teachers' perceptions of resources made available by Parents and Citizens Committees	36
25. Amenities fees in 36 schools	36
26. Special funding received by district high schools	36

Tables

x

27. Courses (being) developed in the secondary division of district high schools	38
28. Teachers exercising the option of flexibility in choosing or adapting units of work from available courses of study	39
29. Extent to which teachers have been involved in the design of a course created to meet a special local need	39
30. Teachers' ranking of inhibitors of curriculum adaptation and modification	39
31. Administrators' workload - percentage of time	41
32. Extent to which administrators feel sufficiently skilled to be able to assist staff with various aspects of secondary program	43
33. Extent to which administrators perceive staff asking for assistance with various aspects of secondary programs	44

APPENDIX 'A'

A1. Teacher estimates of proportion of class time devoted to teacher-directed whole class activities	102
A2. Teacher estimates of proportions of class time devoted to teacher-directed small group activities	103
A3. Teacher estimates of proportion of class time devoted to student-directed activities	104
A4. Teachers' perceptions of the availability of courses of study guidelines	105
A5. Teachers' perceptions of the availability of advisory teachers	106
A6. Teachers' perceptions of the availability of films	107
A7. Teachers' perceptions of the availability of film strips/slides	108
A8. Teachers' perceptions of the availability of audio cassettes	109
A9. Teachers' perceptions of the availability of video-tapes	110
A10. Teachers' perceptions of the availability of other visual aids	111

A11.	Teachers' perceptions of the availability of textbooks	112
A12.	Teachers' perceptions of the availability of various resources and services	113
A13.	Teachers' perceptions of the quality of courses of study and guidelines	114
A14.	Teachers' perceptions of the quality of advisory teachers	115
A15.	Teachers' estimates of the quality of films	116
A16.	Teachers' estimates of the quality of film/strips/slides	117
A17.	Teachers' perceptions of the quality of audio cassettes	118
A18.	Teachers' perceptions of the quality of video-tapes	119
A19.	Teachers' perceptions of the quality of classroom supplies	120

APPENDIX 'B'

B1.	Pre-primary, primary and secondary level enrolments at Class I government district high schools in Western Australia at 1 July 1981	122
B2.	Pre-primary, primary and secondary enrolments in Class II government district high schools in Western Australia at 1 July 1981	123
B3.	Number of teaching staff in Class I government district high schools in Western Australia at 1 July 1981	124
B4.	Number of teaching staff in Class II government district high schools in Western Australia at 1 July 1981	125

Illustration

1.	Location: District High Schools in Western Australia (Map drawn by Geoffrey N. Ward)	3
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List of suggested innovations

TECHNICAL SCIENCE COURSES

- 3.9 (i) that the Manual Arts and Home Economics Branches of the Education Department and the Technical Education Division collaborate in designing technical science courses for lower secondary schools to be offered at different levels of difficulty in order to meet the needs of students of various levels of ability; 51
- (ii) that the technical science courses be considered as part of the acceptable prerequisites for admission to certain related departments in technical education colleges; 51
- (iii) that the syllabuses for technical science courses be sufficiently detailed to give specific information about scope, sequence, revision and evaluation procedures; 51
- (iv) that the technical science courses be accepted as alternatives to one or more of the present lower school science courses; 51
- (v) that only specialist teachers be employed to teach the technical science courses. 51

DISTANCE EDUCATION MATERIALS

- 3.30 (i) that special distance education materials be designed for use in district high schools and that these materials include a wide range of teacher-learning resources which would supplement those normally found in correspondence courses designed for individual students; 61
- (ii) that all distance education materials include optional video and audio components and that the Education Department's Audio-Visual Branch work in close cooperation with the developers of all new courses; 61

- (iii) that the provision of correspondence services to school-based secondary students be organized as part of the daily school program and that regular supervision of the correspondence students become a recognized feature of this organization; 61
- (iv) that district high school resource centres receive additional books and materials to support students and teachers using distance education materials; 62
- (v) that principals and teachers in schools using distance education materials receive appropriate in-service training in the most effective use of materials; 62
- (vi) that provision of itinerant teachers for correspondence school students be extended where feasible, and desirable to all secondary school students studying by correspondence in school settings. 62

DISTANCE EDUCATION TEACHER MATERIALS

- 3.35 (i) that distance education materials be approved for use in all schools in order to enlarge upon, and provide continuity in, the courses presently available to students; 65
- (ii) that distance education materials in core subjects and option areas be made available to schools both as general resource materials for teachers and students and, specifically, as guidelines and teaching aids for teachers who must teach outside their areas of specialization. 65

CURRICULUM DEVELOPMENT

- 3.42 (i) that the Education Department and its regional offices in conjunction with the Board of Secondary Education regularly hold program meetings with principals and deputy principals (of 71

- district high schools) in order to explore the current possibilities for curriculum adaptation and development; 71
- (ii) that the Education Department recognize that the impetus for curriculum development, for the most part, will not come from schools and that, therefore, it must assume this responsibility; 71
- (iii) that the Education Department encourage the implementation of transition education programs in district high schools; 71
- (iv) that transition education programs not be deferred until the end of Year 10, but that some related courses be introduced earlier in the lower school; 71
- (v) that the Education Department prepare both guidelines and detailed syllabuses for transition education programs in lower secondary schools (allowing for local adaptation) and that the first courses be prepared at the Years 10 and 11 level and later courses at lower levels; 71
- (vi) that the Education Department revise its lower secondary school program, replacing the present core subjects with four areas of study each of which would include the present core as well as other related subjects. 72
- THE PRINCIPAL AND CURRICULUM DEVELOPMENT
- 3.45 (i) that in-service training for school administrators should include a series of courses in program organization; 73
- (ii) that to the extent it requires/ expects school administrators to engage in curriculum development, the Education Department should make successful completion of a 74

Suggested Innovations

xv

course in program organization
a prerequisite of appointment to
a principalship or deputy-
principalship;

74

- (iii) that Regulation 185 (1) (a) be
amended to include a third require-
ment for new applicants for the
position of deputy principal of a
high or senior high school, and
this requirement shall be,
(iii) the successful completion
of a recognised course in
program organization.

74

- (iv) that the Education Department con-
sider the employment and/or
redeployment of its secondary
advisory teachers in such a
manner that they visit all
secondary teachers and princip-
als in district high schools on
a regular basis to assist in pro-
cedures relating to curriculum
development and implementation and
to do this in such a way as to
maximize the flexibility and con-
tinuity of curriculum offerings
from year to year.

74

TEACHERS AND CURRICULUM DEVELOPMENT

- 3.51 (i) that a series of in-service programs
for teachers provide opportunities
for learning curriculum develop-
ment skills and applying them to
practical situations;

76

- (ii) that teacher training institutions
make a comprehensive course in
curriculum development a part of
their training programs;

76

- (iii) that student teachers prepared for
teaching in the secondary service
(be required to) have at least
one practicum in a district high
school, and that the time may be
extended for those student teach-
ers who plan to teach in rural
settings;

76

- (iv) that mastery learning principles be pilot tested in selected district high schools in order to determine their potential use in such settings. 76
- STAFFING - ADMINISTRATION**
- 3.54 (i) that classification of a district high school shall be made on the basis of enrolment in the secondary division, rather than on the basis of total school enrolment; 78
- (ii) that although deputy principals in district high schools may be assigned to the primary and/or secondary divisions of these schools, they be given functional responsibilities across the whole school; 78
- (iii) that in Class I district high schools the duties of one deputy principal shall be those of a subject master, or curriculum coordinator with responsibilities for program organization across the whole school; 78
- (iv) that all principals maintain some active involvement in program organization in their schools. 79
- STAFFING - TEACHERS**
- 3.59 (i) that district high school staff be contracted to their schools for a minimum of three years; 82
- (ii) that the appointment and transfer of staff to and from district high schools be organized on a rotating basis to protect continuity of program; 82
- (iii) that no more than 30 per cent of a school's teaching complement in any one year be recent graduates; 83
- (iv) (a) that the quality of housing available to district high school staffs be upgraded; 83

Suggested Innovations

xvii

- (b) that local governments be encouraged to assist in providing housing accommodation for teachers; 83
- (v) (a) that staff newly appointed to district high schools should have the opportunity to participate in a well planned induction program; 83
- (b) that a standing committee be charged with the responsibility of devising a format for the induction program and producing the necessary support materials for it. 83

GENERALIST VERSUS SPECIALIST TEACHERS

- 3.61 (i) that the Education Department continue staffing the secondary departments of district high schools with specialists who, ideally, also have some generalist training. 84

TEACHING RESOURCES

- 3.63 (i) that the Audio-Visual Branch of the Education Department conducts a comprehensive survey to determine the use of, and need for, various types of audio-visual resources in district high schools. 85

SUPPLY AND DEMAND IN STAFFING

- 3.65 (i) that the Education Department begin now to develop staffing plans which will protect school programs during the approaching years of declining school enrolments and possible teacher shortages. 86

THE PRIMARY-SECONDARY CONTINUUM

- 3.69 (i) that the Education Department recognize the unique primary-secondary nature of district high schools and encourage total school program 88

- organization by actively supporting the concept of integration of program resources and staff; 88
- (ii) that the integration of divisions in district high schools be supported by integrating administrative support at the Education Department level. 88

THE ADMINISTRATION OF PROGRAM ORGANIZATION

- 3.71 (i) develop policies for the allocation of resources and staffing in response to (new) school programs; 89
- (ii) upgrade the status of regional offices by 89
- (a) permitting them a major role in hiring of teachers and staffing of schools;
- (b) allocating to them more resources whose specific application is to secondary schools generally and to district high schools in particular; and
- (c) setting up, within them, a special fund to support approved local curriculum development projects;
- (iii) establish an induction/orientation period for all district high school staff who will be going to new schools; 90
- (iv) designate, in senior high schools, subject masters who will be responsible for maintaining a link with newly appointed subject specialists in nearby district high schools; 90
- (v) ensure that all newly appointed teachers have professional visits from consultative/advisory staff at least once a term during their first year; 90

Suggested Innovations

xix

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|--|----|
| (vi) engage in discussion with teacher training institutions about the creation, content and offering of courses specifically oriented towards rural schools, in <div style="margin-left: 40px;"> (a) curriculum developments, and classroom management, for teachers;
 (b) program organization, and administrative training, for principals; </div> | 90 |
| (vii) sponsor an annual conference for staff of small secondary schools; | 90 |
| (viii) promote the formation of pilot district high schools where innovative programs may be developed and tested; | 90 |
| (ix) investigate the possibility of consolidating the programs of some district high schools and of creating multi-campus schools where the transfer of students and/or teachers between schools is feasible, and desirable in order to take advantage of either teacher expertise or school facilities; | 91 |
| (x) study the advantages which a semestered school year might have, with respect to procedures (ix) and (xi); | 91 |
| (xi) consider the use of mobile classrooms, each staffed by its own teacher, to extend the range of alternatives open to schools; | 91 |
| (xii) communicate to school staffs its expectations for them <i>vis a vis</i> program organization in their school and in the system. | 91 |
| 3.72 (i) that the Education Department appoint a Superintendent of Education to the division of the Director of Schools, whose total responsibility would be the improvement of program in district high schools. | 91 |

Introduction

In 1979 the national conference 'New Directions in Rural Education', held in Perth under the auspices of the Education Department of Western Australia and OECD/CERI, reaffirmed the issues relating to program organization in small rural schools which had been recognized by state and federal authorities, including the Schools Commission, and by researchers since 1972.¹ It also established the basis for significant improvement in provision of rural education.²

This study of secondary programs in Western Australia's district high schools, by John Davis, offers suggestions for the amelioration of problems associated with curriculum in Years 8-10 of secondary education which were reviewed by the conference. The specific issues the study is concerned with are the restricted range of subjects, the doubtful relevance of some subjects and the problems of staffing and administration in country schools. It expresses concern for the many students who leave school at the end of the compulsory years unprepared for the complexities of a technological society.

In Western Australia some possible directions of change were suggested by Peter Dunnell in a study of the aspirations and experiences of school leavers from fourteen country schools undertaken during 1978-79. In his report he recommended that the Education Department of Western Australia consider conducting a review of rural secondary schools. He suggested that it could consider the following:

- (a) The desirability and practicability of reducing the subject orientation of secondary schools.
- (b) The possibility of making admission and attendance criteria more flexible so that adults and recent leavers might be able to attend on a part-time basis.
- (c) The broadening of courses provided. These might include more courses of a vocational or interest-related sort which may not need to be year-long and may not require a 'teacher with a class' strategy to be adopted automatically. The utilization of community expertise and facilities and making use of flexible organizations could be features of schools that emerge from such developments.
- (d) The opportunities that are presented for reducing the mobility of teachers (especially those in promotional positions) in rural schools.
- (e) The possibilities of providing Years 11 and 12 courses in more rural localities. One strategy could be to give schools access to the services of ISMS (Isolated Students Matriculation Scheme) and provide teacher-tutors on site.³

These and other problems are central to the argument presented by the Schools Commission for a general reappraisal of program for the compulsory secondary years of schooling.⁴ It advocates the following as desirable organizational features of schools:

- * warm and friendly relations between students and staff, based on mutual respect;
- * a range of course options which gives the emphasis to both practical and theoretical knowledge and to practical and academic skills;
- * comprehensiveness, not merely in the range of students for whom they cater but also in the range of educational services they offer;
- * an awareness that the prime purpose of their existence is to serve all students while they are within the compulsory schooling period;

- * programs consistent with the notion that all post-school options for students require them to be able to function autonomously and effectively.
- * close connections with the community being served and through it with the wider society.⁵

The panel appointed in February 1980 to review educational standards in lower secondary schools in Western Australia was 'very much in agreement with the general thrust of *Schooling for 15 and 16 Year-Olds*'.⁶ In its report (the Priest Report), released in June 1981, the panel suggested the following as 'desirable changes in lower secondary education for the longer term'. It hoped they would be adopted as guidelines by government and non-government educational authorities:⁷

- (a) A wider use of general teachers, to reduce the fragmentation of student programmes and to enhance the capacity of teachers to perform their pastoral-care role.
- (b) A greater use of mixed ability, i.e. heterogeneous grouping of students, rather than homogeneous grouping, to diminish the labelling effect of grouping according to levels.
- (c) Development in the core subjects of a subject-matter organization better suited to individual students' learning rates than are the present multi-level courses - as, for example, units of work through which students may progress at their own rates.
- (d) The availability to all schools of distance education materials and technology for partial provision of specialist teaching.
- (e) The provision of courses to Year 12 in all high schools, including district high schools, irrespective of size, to be achieved not necessarily by school organization along traditional lines of specialist teachers and departments but by utilizing general teachers and new communications technology.

- (f) Active encouragement of a variety of approach in schools, and of differences in their size and organization.
- (g) The development in all schools of effective co-operative interaction between the school and its supporting community - as, for example, by the establishment of school councils, where such do not exist, including elected lay members.
- (h) The systematic provision of opportunity for all students irrespective of background and ability to participate in homework as part of their total time on task, and for parents to be informed of school homework policy.
- (i) In general, the promotion of a level of freedom to schools such that they may develop arrangements whereby all students are given the opportunity for learning in subject matter and skills to the fullest extent of their motivation and ability, irrespective of whether they intend to leave at the age of 15 years or proceed to Year 11 or beyond, and under conditions that provide to each a clear incentive to maintain momentum and to improve performance.⁸

A year later, in July 1982, the Education Department of Western Australia initiated an internal investigation of major issues in secondary education. These concern:

- * The purposes of secondary schooling.
- * The identification of a core of concepts, attitudes and skills related to social and personal behaviour that students should acquire.
- * The relevance of curriculum to the non-tertiary-bound students.
- * The separation of certification from tertiary admission at the end of Year 12 and the admission systems and criteria used by tertiary institutions.
- * The provision of a caring school environment and minimizing student alienation.⁹

Several of these issues are considered by John Davis in this study. His report reiterates the doubts expressed in many reports¹⁰ about the adequacy of curriculum in

rural schools. It examines aspects of the relevance and restrictive nature of program, its organization and development, transition education and the significance of factors such as high turnover of staff, teacher inexperience, school administration and the provision of teaching resources. The report suggests innovations through, for example, the introduction of technical science courses in the core area, the use of distance education materials and in curriculum development, staffing, the provision of teaching resources, the primary-secondary continuum, and the administration of program organization. His concern for 'the provision of a caring school environment and minimizing student alienation' is a fundamental part of the study.

This report of independent research undertaken during 1981-82 whilst John Davis was a visiting scholar in the National Centre for Research on Rural Education, provides an interesting insight into education in Western Australia's district high schools. In view of the issues it examines and the suggestions it makes it is a timely contribution to the research literature on secondary education in Western Australia.

Patricia M. Simpson
Editor

Notes

1. For example: Interim Committee for the Australian Schools Commission (Chairman: Peter Karmel), *Schools in Australia*. Report. Canberra: AGPS, 1973.
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2. David Mossenson, 'Foreword', *New Directions in Rural Education*. Conference Report. Perth: Research Branch, Education Department of Western Australia, April, 1980.
 3. Peter Dunnell, 'Country School Leavers', *Studies in Rural Education*, No.5, Research Branch, Education Department of Western Australia, March, 1979, pp.63-4. See also, Rex Stoessiger, *School Leavers in Country Areas*. A study of school leavers in selected rural areas of Western Australia, Queensland and Tasmania. Hobart: Education Department of Tasmania, 1980.
 4. Schools Commission, *Schooling for 15 and 16 Year-Olds*. Canberra: Schools Commission, November, 1980, pp.5-6.
 5. Ibid, p.51.
 6. Western Australia. *Review of Educational Standards in Lower-Secondary Schools in Western Australia*. Report of the Panel appointed by the Minister for Education in Western Australia under the Chairmanship of Professor T.A. Priest, Perth, June, 1981. Perth: The Education Department of Western Australia, 1981, p.9.
 7. Ibid, pp.13,14.
 8. Ibid, pp.13-14.
 9. W.A. *Education News*, Vol.2, No.12, July 22, 1982, p.1.
 10. Two recent reports are: Parliament of New South Wales Report from the Select Committee of the Legislative Assembly Upon the School Certificate. Part I-*Report and Minutes of Proceedings*. Sydney: D. West, Government Printer, New South Wales, 1981; Committee of Enquiry into Education in South Australia, Final Report, *Education and Change in South Australia*. Adelaide: January, 1982.

1. The study

1.1 This study examines program organization in the secondary division of Western Australia's district high schools. As 'program organization' suggests, the survey is more general than specific and concentrates on describing the nature and range of courses offered, rather than giving details of specific courses.¹

1.2 Many secondary school students in sparsely populated areas of Australia receive all or a portion of their schooling in schools which offer a complete primary education and secondary classes to the end of Year 10. Such schools are given a variety of names. In Queensland they are referred to as primary schools with secondary 'tops' while in Western Australia they are called district high schools. Regardless of their label, the schools have a common mandate, that of providing three years of secondary education in rural districts where the population is not large enough to support a full high school.

1.3 When a school has an average daily enrolment over 150 primary and secondary pupils of whom at least 25 are secondary, it may, at the discretion of the director-general be declared a district high school (Reg. 180A (1)). When the average daily enrolment of a district high school exceeds 300 students, the school may be classified as a Class I

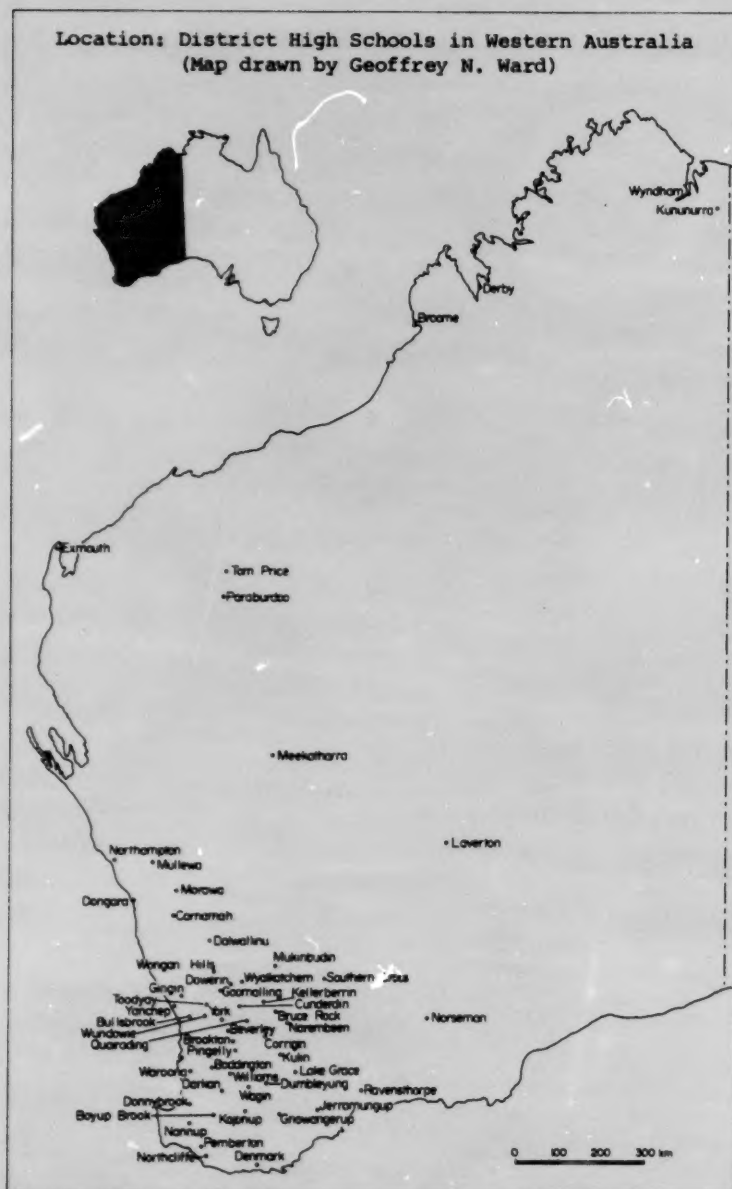
1. In the text 'program' and 'curriculum' are used interchangeably.

school (Reg. 180A (2)). The director-general may, at his discretion, decide that a school be classified as a district high school Class I with an enrolment less than 300 or a district high school Class II with an enrolment less than 150 (Reg. 180A (3)). As of July 1, 1981, there were 24 Class I and 31 Class II schools in Western Australia. The majority are situated within a 400 kilometre radius of Perth, the area which also contains 90 per cent of the state's population (see Figure 1). All offer education from pre-primary through to Year 10. Nine offer education beyond Year 10. The schools at Cunderdin and Denmark are agricultural schools while the district high school at Morawa also has an extensive agricultural wing. These three schools provide boarding facilities for their agricultural students.

1.4 Approximately 16,400 students attend district high schools. About 4,500 are enrolled in the secondary division. Students who wish to pursue their studies beyond Year 10 have three options, two of which involve living away from home. They may live at a student hostel and attend a government senior high school, or they might attend a non-government boarding school. The third option is to study at home by correspondence under the Isolated Students Matriculation Scheme (ISMS).

1.5 The method of investigating program organization was by questionnaire and interview. In order to gain first hand knowledge of the operation of district high schools a series of exploratory visits was made to schools in the southern part of the state. As a result of observations made a series of questionnaires was drafted and discussed with staff members within other schools. They were also discussed with members of the Education Department's Research Branch and with members of the executive of the

Location: District High Schools in Western Australia
(Map drawn by Geoffrey N. Ward)



District High School Principals' Association. Subsequently, the survey instruments were revised and mailed to all district high school principals, deputy principals, staff members and a stratified random sample of students and parents of students in Years 7 and upwards. The sample included two students and two parents from Years 7-12 inclusive of each of the schools surveyed. All participants received a letter explaining the nature and purpose of the study.

1.6 Because questionnaires were sent out late in the school year it was felt advisable not to have parents' responses returned to the schools. School principals were asked to select a random sample of parents according to a procedure specified by the researcher, and each parent nominated was mailed a questionnaire with a stamped return envelope. All other participants received an envelope in which to seal their responses and were requested to forward it to their school which, in turn, was requested to return all responses, in bulk, to the researcher.

1.7 Although the research was carried out with the full cooperation and approval of the Education Department of Western Australia, it was made clear that the ultimate decision of any school to participate in the study rested with the principal. Thirty-nine of the 55 principals, or 71 per cent, opted to participate, but not all participated fully. Some did not distribute questionnaires within their schools; others did not forward lists of parents to be contacted. The most responsive group were the students and one wryly suspects that, in many instances, they were not given the option of not participating. Table 1 summarizes the questionnaire response data.

1.8 Three points about the data should be emphasized. To begin with, this is not a study which depends upon

Table 1 Questionnaire Responses

Respondents	Possible number of respondents	Actual number receiving questionnaires*	Questionnaires returned	
			Frequency	Per Cent
Administrators				
Principals	56	56	39	71
Deputy Principals	48	38	27	71
Teachers	525	445	236	53
Students (sample)	482	408	339	83
Parents (sample)	482	308	123	41

*Respondents in all categories represented 47 schools. Distribution of questionnaire was the prerogative of each principal.

statistical significance to substantiate its findings. Therefore the rate of return in the teachers' and parents' categories, though disappointing, is not crucial. Secondly, the data are broadly representative. All particular categories or classifications of schools are represented. Geographically remote schools such as Kununurra, Wyndham, Meekatharra and Paraburdoo responded, as did somewhat less remote schools such as Southern Cross, Ravensthorpe and Morawa. There was a high rate of response from schools closer to the Perth metropolitan area. Finally, an analysis of the responses suggests that the respondents identified the major issues in program organization in their schools. The trends were apparent before half the responses had been processed. What may be missing are creative suggestions about possible remediation of the problems.

1.9 It was unfortunate that the time constraint upon this study necessitated contacting schools so close to the end of the school year when administrative matters such as recording and reporting and staff transfers as well as holidays and personal concerns occupy so much staff time. It was

impossible to send out follow-up letters before the end of the school year and contact in the first term of the following year was felt to be impractical. This may have produced more responses but in the circumstances it was decided that only questionnaire material received by the end of December 1981 would be used.

1.10 Two procedures were used to verify data and to test the significance of issues emerging from the questionnaires. The first was a mailed review of the primary data analysis. A sample of principals, deputy-principals and teachers who had indicated on the questionnaire returns their willingness to continue their participation in the study was sent a summary of the results and a tentative listing of issues and suggestions. They were asked to comment upon the content and comprehensiveness of the findings. The second procedure was a week of field trips to some of the more isolated schools in order to discuss the results with principals and staff members. Later, visits were made to some Queensland schools similar in organizational structure to Western Australia's district high schools. The generalizability of the findings was discussed with various people associated with those schools and the researcher explored solutions to some of the problems observed in Western Australia.

1.11 This study, then, includes survey data and information from interviews with administrators, teachers, parents and students. The issues it raises and the suggestions it makes have been considered not only by the researcher but also by many of the persons to whom they are a concern.

1.12 The limitations imposed upon this study by its small data base have already been identified. They are met, in part, by the breadth of the study compensating for the lack

of depth in some of the response categories. A more important issue relates to the potential generalizability of the findings. This is a genuine concern, but it is alleviated by a review of the literature. Research findings almost universally identify similar problems in rural schools, irrespective of the country in which they function.¹ Consequently it is hoped that the program and administrative suggestions of this study will be of interest to a broad spectrum of educators beyond Western Australia and to administrators in jurisdictions with a similar decision-making structure.

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1. For example, see Jonathan P. Sher (ed.), *Rural Education in Urbanized Nations: Issues and Innovations*. An OECD/CERI Report. Boulder: Westview Press, 1981. Frank Darnell and Patricia M. Simpson (eds.), *Rural Education: In Pursuit of Excellence*. Nedlands: National Centre for Research on Rural Education, University of Western Australia, 1981.

2. An overview of the schools

2.1 District High Schools serve scattered and diverse populations. Each school has enrolled children from all walks of life within its local community and others from outlying districts. In the south-west agricultural region many students are the children of farmers; in the east, they may come from the homes of gold miners; and in the Pilbara they may live in towns established by iron ore mining companies. The economic climate of the state affects school enrolments in that it encourages a certain amount of transience or, as will be noted in more detail later, influences parents' decisions about sending their children to non-government schools. A further characteristic of district high schools is that included in their enrolments are many Aboriginal students who have special educational needs.

Personnel and program

2.2 Staff appointments usually are made by the Education Department in Perth, where the control of all schools is centralized. Separate allocations are made to the primary and secondary divisions of the schools according to departmental formulae.¹ Administrative staff are allocated to

1. Teaching staff (Class I) = $N \times 1.5 + 1.4$; Teaching staff (Class II) = $N \times 1.5 + 0.5$. Where N is equal to the number of lower school form groups of 32 pupils or part thereof. The formulae apply only to teachers who have classroom contact with pupils and do not apply to librarians, guidance officers, remedial teachers, district youth officers or youth

schools on the basis of total primary and secondary enrolment. Class II schools consistently offer programs at Years 8, 9 and 10 only, and are allocated a principal and one deputy principal who, in practice, is nominated as a primary deputy. Class I schools have a principal, a primary deputy and two secondary deputies, one of whom is female. Both the manner in which district high schools are classified and the procedure by which deputies are allocated are potentially contentious issues which will be discussed later.

2.3 Additional staff may be allocated to the schools from one of the regional offices of the Education Department. There are thirteen such offices, nine of which serve non-metropolitan areas. Attached to them are district superintendents, guidance officers, remedial teachers, education officers and advisory teachers who make occasional visits to schools for varying amounts of time. Their services generally are rated very highly. Subject superintendents in curriculum areas such as English, mathematics, science, social studies and languages are attached to the central office in Perth. They visit all schools according to their responsibilities in their discrete subject areas. The pattern of assistance given by non-school based personnel varies markedly from area to area and from one subject to another. In recent years budget cuts have forced a reduction of numbers of advisory teachers available.

2.4 Finally, schools have non-teaching professional and ancilliary staff. Librarians, teacher-aides, secretaries,

education officers. The formulae provide the basic teaching staff of a secondary school. In actual practice, the allocation of specialist teaching staff results in slightly increased staff numbers and principals may request and be granted extra staff to cater for special problems and/or activities. *Education Department of Western Australia Pocket Year Book*, No.7-1981, p.73.

custodians and gardeners fall into this category. These might be employed either full-time or part-time. Their numbers are determined by formulae, although individual schools may argue their case for extra assistance. Some schools also make extensive use of volunteers from the community, most of whom assist in the primary division of the schools.

2.5 The conclusion arrived at after observing many district high schools is that each is different. They vary considerably in the type and amount of resources allocated to them under the standard operating procedures of the Education Department and in what they obtain because of their location, the persuasive powers of their administrators and, on occasion, of community groups. Obviously, this conclusion has implications for program.

BUILDINGS AND SPORTS FACILITIES

2.6 The schools have various architectural and physical designs. Most follow, to some degree, a conventional style of classrooms built around a quadrangle. They could be described in a general sense as a cluster of buildings. Some, however, are comprised of two or more buildings on different sites. One of the most recent additions to a district high school complex has been a primary wing located at a considerable distance from the secondary school. Several schools which have had recent additions or alterations have tenaciously clung to their obsolete buildings and are using them for activities such as withdrawal classes, film rooms, art-craft rooms and play areas. An Education Department policy of providing resource centres to district high schools has resulted in the erection of some excellent facilities. The task of upgrading buildings is a continuing one. Much has been accomplished, much remains to be done.

2.7 A recurring problem in many schools is the lack of sports facilities. Although several local Parents' and Citizens' committees are active in providing improved playgrounds and facilities, school ovals are often little more than dust bowls because of the shortage of water. In many instances schools are able to use community ovals and swimming pools. The availability of adequate sports facilities can directly affect the nature and extent of the school's sports program almost as much as the availability of trained staff.

TEACHERS

2.8 What are the characteristics of the teachers in the district high schools? Table 2 shows that approximately 60 per cent have three or less years' teaching experience; 73 per cent have taught three years or less in district high schools; and 63 per cent have spent two or less years in their present schools. Only 39 per cent have had other high school teaching experience.

2.9 The data in Table 3 show that most of the teachers are young, 44 per cent being in the 20-24 age bracket. Almost 70 per cent are less than 30 years of age. About one third received their education in rural settings. The conclusion is evident. District high school staffs are, for the most part, young, relatively inexperienced and new to their schools.

ADMINISTRATORS

2.10 Administrators responding to the survey fell into two categories, principals and deputies. As only one female principal participated in the study an analysis of principals' responses by sex would have breached the assurances of confidentiality given to those taking part. A larger number of participating female deputy principals made it possible to analyze certain of the data according to the sex of the

Table 2 Teachers' teaching experience*

Years of Experience	Total Years Experience		Teaching Experience in D.H. Schools		Other H.S. Experience		Years in present School	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
0	-	-	-	-	140	61	-	-
1	45	19	72	31	41	18	85	36
2	54	23	70	30	13	6	71	30
3	32	14	29	12	6	3	28	12
4 - 5	41	17	31	13	10	4	23	10
6 - 7	10	4	10	4	8	3	9	4
8 - 10	18	8	12	5	9	4	10	4
over 10	35	15	12	5	4	2	9	4
N	236		235		231		235	

*The sample is made up of 134 males and 102 females

Table 3 Age of respondents to teachers' questionnaire (N=236)

Age	Frequency	Per Cent
20 - 24	104	44
25 - 29	58	25
30 - 34	29	12
35 - 40	19	8
over 40	26	11

Table 4 Age and sex of administrators

Age	Principals	Deputy Principals	
		Male	Female
25 - 29	-	2	2
30 - 34	2	4	5
35 - 40	13	4	1
over 40	24	6	5

respondent. A summary of the statistics about administrators' age and sex is presented in Table 4.

2.11 The data from principals showed that their average teaching experience was 20 years, their administrative experience 3 years and their teaching and administrative experience in district high schools 5 years. The average time in their present school was 2 years. For deputy principals the average number of years teaching experience reported was 15 years, administrative experience 2 years, teaching and administrative experience in district high schools 3 years and 1 year in their present school. The data are summarized in Table 5.

Table 5 Professional experience of administrators

Years of experience	Principals		Deputy Principals			
	Range	Median	Range	Median	Median by Sex	
					M	F
Teaching	11-35	20	5-32	15	17	11
As principal/ deputy	1-22	3	1-11	2	2	2
Teaching and administrative experience in a district high school	1-19	5	1-14	3	4	3
In present position	1- 7	2	1-10	1	1	2

2.12 The professional experience of both administrators and teachers must be seen in the light of the Education Department's staffing policy which requires a certain amount of country experience of all its teachers. After two years in country schools teachers may apply for a transfer to a metropolitan area. For teachers aspiring to promotion to administrative positions, further country postings are usually necessary. A term as principal in a district

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high school is one of the recognized routes to an appointment as principal of a senior high school. Few of the district high school principals indicated that they would be willing to stay in their present schools beyond two or three years even though they were happy in them. Most hoped to move ultimately to senior positions in coastal towns or in Perth. Their opinions, to a large extent, were shared by teachers. Table 6 presents this information numerically.

2.13 Table 6 also suggests that although the majority of teachers and administrators are reasonably content in a district high school they are not prepared to make a long term commitment to a particular school. This lack of stability in staffing has serious implications for program because stability is a prerequisite for local curriculum development and for program continuity. Chapter 3 discusses this problem in detail.

STUDENTS

2.14 One hundred and fifty-six male and 182 female students in Years 7 to 12 participated in this study. Their ages ranged from 11 to 17. Since the study concentrated on Years 7, 8, 9 and 10, the majority of students were clustered around the ages normally associated with those years. Table 8 shows the actual numbers of participating students by year.

2.15 In common with most rural schools, the students come from a wide area. The majority live within ten kilometres of the school, but 14 per cent must travel upwards from 60 kilometres daily. Students reported that travel made big inroads into their after-school time, of which a sizeable amount was routinely allotted to work around the home or farm.

Table 6 Job satisfaction of administrators and teachers*

Question	Principals		Deputy Principals				Teachers*	
			Male		Female			
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
Are you happy in this school?								
Yes	32	82	11	78	7	53	148	63
Moderately	6	15	1	7	6	46	75	32
No	1	3	2	14	-	-	11	5
For how many years would you be prepared to remain in this school?								
None	5	13	2	18	3	23	27	12
1	2	5	-	-	2	15	40	18
2 - 3	20	51	7	53	3	23	93	42
4 - 5	7	18	2	15	2	15	19	9
over 5	5	13	2	15	3	23	43	19

*Teacher job satisfaction is not related significantly, in a statistic sense, to the number of years teachers have been in a school

Table 7 Age of students

Age	Frequency	Per Cent
11	4	1
12	72	22
13	79	24
14	74	23
15	79	24
16	10	3
17	9	3

Table 8 Placement of students by Year

Year	Frequency	Per Cent
7	80	24
8	82	24
9	83	25
10	76	22
11	10	3
12	8	2

Table 9 Distance from home to school: Students

Distance	Frequency	Per Cent
Less than 10 km	199	60
10 - 19 km	37	11
20 - 29 km	36	11
30 - 39 km	19	6
40 - 49 km	15	5
50 - 60 km	14	4
over 60 km	17	5

2.16 Students were asked how well they felt they were doing at school. Most had a good perception of themselves and their work. With this type of self-image, it is not surprising to find that most students were satisfied to be in the school. This satisfaction was reflected in their positive perceptions of their ability to get help with their school work, at school. Very few were dissatisfied.

PARENTS

2.17 Although parents are not usually directly involved in the life of the school, they are considered here under the category of participants in the study. Of the parents returning questionnaires, 29, or 26 per cent, were male. Table 13 gives details of their age groups.

2.18 Every effort was made to select parents from different families than those of the children who completed questionnaires. Their answers to the question of how far they lived from their children's school give an indication of how accurately the sampling procedures used in the study elicited information. As Table 14 shows, the parents' replies are similar to those of the students, especially when the categories of distances less than 20 kilometres are collapsed.

2.19 The parents had children in all three divisions of the education system, primary, lower secondary and upper secondary school. Eighty-three had children in the primary division. Ninety-five had children in lower school and 29 had children in upper school. Their comments may be seen as reflecting collectively their comprehensive experience.

2.20 Parents were not asked to rate their degree of satisfaction with the children's schools. Instead, those who had attended district high schools, or similar schools,

Table 10 Students' perception of their achievement

Category	Frequency	Per Cent
Very good	49	15
Quite good	256	76
Not very good	34	10

Table 11 Student satisfaction with school

Category	Frequency	Per Cent
Satisfied all of the time	52	15
Satisfied most of the time	206	61
Satisfied some of the time	74	22
Not satisfied	6	2

Table 12 Student perceptions of how frequently they can get help with their school work (at school)

Category	Frequency	Per Cent
Always	90	27
Most of the time	213	63
Not very often	36	11

Table 13 Age groups of parents

Age group	Frequency	Per Cent
30 - 39	57	46
40 - 49	57	46
over 50	9	7

Table 14 Distance from home to school: Parents

Distance	Frequency	Per Cent	Student responses Per Cent
Less than 10 km	56	47	60
10 - 19 km	22	19	11
20 - 29 km	13	11	11
30 - 39 km	8	7	6
40 - 49 km	10	8	5
50 - 60 km	3	3	4
over 60 km	7	6	5

Table 15 School divisions in which parents had children

Division	Number of	Frequency	Per Cent
Primary (Yr 1 - 7)	1	50	60
	2	25	30
	3	8	10
Lower School (Yr 8 - 10)	1	66	69
	2	26	27
	3	3	3
Upper School (Yr 11 - 12)	1	28	96
	2	1	4
	3	-	-

Table 16 Parents' perceptions of the quality of their childrens' education as compared to that they received

Category	Frequency	Per Cent
Superior	31	34
As good	33	36
Not as good	27	30

were asked to compare the quality of education they observed their children to be receiving with that which they had received. The comparison slightly favours the children's education over their own.

Schools and their programs

BOARD OF SECONDARY EDUCATION

2.21 The Western Australian education system regulates the admission of students to post secondary institutions by means of an external examination, the Tertiary Admissions Examination (TAE). One effect of this is to restrict the scope of subjects offered at the upper school level. There are fewer opportunities for diversification than there are, for example in North American schools. In turn, the upper school limitations affect the scope of the core curriculum in the lower school where four subjects are mandatory through three years. These are English, mathematics, science and social studies. Control of their content and quality is vested in the Board of Secondary Education. Curriculum development in the lower school is seen as the prerogative of the Education Department and its schools, while the Board's functions relate to approval of courses of study, moderation of assessments and issue of certificates. It has approved mathematics courses at four levels of difficulty, advanced, ordinary, elementary and basic. In science, English and social studies three levels are offered. It is expected that courses at all levels will be offered in all secondary schools. The time allotment for each of the core subjects is fixed at six periods of forty minutes per week, or the equivalent.¹ Achievement in each level is assessed as either credit or pass.

1. The Board has permitted this time to be reduced for some students who are working at the basic level in all core subjects.

2.22 The Board's statement of its moderation function is as follows:

The Board's moderating system embraces course control, committee consensus, schools visits and comparability tests. It attempts to ensure that assessments given at one school are comparable with those given at another for an equal standard of work. It is complex, but it is based on the assumption that the pupil has a right to some safeguard against erroneous assessment, the teacher has a right to protection against pressure to which he becomes exposed when it is known that assessment is left to his discretion and the community has a right to expect a stable and reliable certificate. It includes procedures which have focussed attention on the processes and products of learning and thus on the quality of teaching.¹

Further, with respect to certificates:

The Achievement Certificate is awarded to a student, when he leaves school, and records each completed year's achievement. To qualify for assessment a student must remain enrolled until the last Friday in November and if he does that for three years he finishes with a certificate which not only details all the subjects studied during that time, but which indicates his progress through them. It describes his personal standard of performance and whether he has improved or otherwise.²

And, finally, dealing with grades:

Grade distributions in the Achievement Certificate are based on the assumption that each group of students entering secondary education does not vary significantly in ability from any other intake. If the total intake remained at school until the end of Year 10, the assessment distribution across the state would be expected to show 25% Advanced, 50% Intermediate, 25% Basic for English, Science and Social Studies and 25% Advanced, 25% Ordinary, 25% Elementary and 25%

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1. F.E. McKenzie, *Board of Secondary Education: Current Policies and Procedures...* Perth: Board of Secondary Education, 1980, p.26.
 2. *Ibid.*, p.24.

Basic for Mathematics. However, arrivals and departures occur and by taking these into account the Board produces an adjusted Year 10 assessment distribution.¹

2.23 The Board of Secondary Education acts as custodian of standards of courses and is required to approve all courses before they are introduced into schools. It is especially vigilant over the core courses. Since its inception in 1970 it has approved 20 variations in core social studies courses, most of them minor modifications of units within a course to make them more relevant to the local scene or to express certain philosophical emphases in the teaching of the subject. Five alternative courses have been approved in science, and only one course in each of English and mathematics.

2.24 The time allocated to core subjects is substantial and leaves only about 10 periods a week for the study of optional subjects (electives). These too must be approved by the Board. In comparison with the core subjects, many options are developed for use in individual schools. Others are used widely across the state. A Board circular to principals of secondary schools in 1981 listed 179 approved courses. In practice, the most common options are in five main areas: languages, manual arts, home economics, commercial subjects and fine arts. Depending upon the nature of the course an option may be studied for either two or four periods of 40 minutes each per week.

SUBJECTS IN DISTRICT HIGH SCHOOLS

2.25 The core subjects, English, social studies, mathematics and science, are offered in all district high schools. A few schools offer a four period week in some subjects at the basic level, but this is not a common

1. McKenzie, op cit., p.25.

practice. It is a matter of conjecture whether it is widely known that schools are permitted to vary time allocation in this way. At least one principal expressed the wish to do just this.

2.26 The following groupings of options were derived from teachers' answers to the questionnaire:

- . Physical education
Health education/
Human relationships
- . Metalwork
Woodwork
Technical drawing
- . Clothing and fabrics
Food and nutrition
- . Art/crafts

2.27 At least 50 other options were being taught, but they were less common than those listed above. These included typewriting, grooming and deportment, home handyman, motor mechanics, outdoor education, management and family living. Photography and French were taught in a very few schools. Some subjects are notable exceptions. These are music, other languages, computer studies, local history and mathematics enrichment.

STUDENT OPTION PREFERENCES

2.28 One question posed to students on their questionnaire was to list any options they would have like to have studied at their school if they had been offered. After a variety of interest options, all of which have been grouped together for this table, languages and work-oriented options emerge as most sought after (see Table 17).

PARENT OPTION PREFERENCES

2.29 When parents were asked to list any options that their children would like to have studied (or that the par-

Table 17 Option preferences of students, had the subjects been available in their schools*

Subject	Frequency	Per Cent
Interest options	97	29
Languages	55	16
Work related and pre-vocational	41	12
Business subjects	38	11
Computers	18	5
Art	16	5
Physical education	11	3
Music	10	3
Drama	10	3

*Subjects chosen less than 10 times are not listed

Table 18 Option preferences of parents had the subjects been available for their children

Subject	Frequency	Per Cent
Languages	32	26
Fine arts	19	15
Business subjects	13	11
Technical/vocational	9	7
Farm oriented	7	6
Computers	6	5

Table 19 Proportion of secondary specialists participating in primary classes of the school

Category	Extent					
	A few		About half		Most	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
Are not involved	10	36	3	11	15	34
Serve in an advisory capacity only	16	67	5	21	3	13
Serve in an advisory capacity and teach on a regularly scheduled basis	22	63	7	20	6	17

ents would have liked them to study) but which were not available at their district high school, their first choice was languages, followed by fine arts and business courses. Interest subjects were listed only by 4 per cent of the respondents. The nature of the parents' choices was echoed in the reasons they gave for sending their children to non-government schools. They wanted breadth of choice in academic studies.

2.30 One of the major observations relating to subjects offered is their lack of continuity. The data show that every school offers manual arts and home economics every year. These are sometimes conducted by qualified teachers and occasionally by persons from the community who have relevant skills or training. Uncertified teachers are not prohibited by education regulations from teaching in the option areas. In one school in this study the secretary taught typing (according to reports, very successfully). As a general rule, most of the options are offered by the manual arts and home economics teachers. Other teachers volunteer or are asked to teach certain options if they have appropriate qualifications, experience or interests. This gives rise to two interesting phenomena: the first is the teacher, new to the option area, who is learning the subject just one step ahead of the class; the second, and more common, is that of an option being offered only for as long as the teacher is in the school. Since the rate of teacher turnover is high, and principals are not notified of replacement staff in sufficient time to plan programs in advance, the problems associated with timetabling are acute.

ORGANIZATION OF PROGRAM

2.31 District high schools usually organize their programs on the basis of eight 40 minute periods a day, or 40 periods

a week. Occasionally double periods are used which, in effect, reduces the frequency of classes to three times a week. The staffing formula¹ allows one and one half teachers per class. Therefore for a school with a small enrolment in Years 8, 9, 10, the equivalent of four and one half teachers is provided. In order to offer options, at least one of the teachers assigned to teach in a core area is also expected to teach in another. It is common to find in a small school that mathematics and science are being taught by the same teacher and English and social studies by another. Furthermore, it is common practice in situations where two disciplines must be taught by one teacher to alternate the assignment of specialists. For example, if at one time of staffing an English specialist is assigned to teach English and social studies, when that teacher is replaced a social studies specialist may be appointed. In practice this procedure of alternating specialists is not always possible and a few principals and parents drew attention to the fact that specialists in certain areas had not been appointed for several years.

2.32 In English, social studies and science, even though three levels of courses may be offered, the practice in small schools is to present a common course. Teachers make as many provisions for individual differences as their professional expertise and resources permit. In mathematics distinct groups working in courses at different levels is the standard practice. However, in district high schools it is sometimes necessary to combine groups. There are various methods of organizing the teaching program. In one school a support teacher taught the basic level students while the mathematics specialist worked with the others. In another school an experienced mathematics teacher was observed to be working effectively with four different

1. Supra. p.8.

groups simultaneously.

2.33 Having teachers cope with two subject areas allows full-time options teachers to be hired. As already noted, the manual arts and home economics teachers usually offer the bulk of the options in schools. In one small school the manual arts teacher was responsible for metalwork, physical education, technical drawing, woodwork, home handyman, industrial arts and photography. In a similar fashion the home economics teacher may be responsible for art/crafts, clothing and fabrics, food and nutrition, cookery, grooming and deportment, management and family living.

2.34 Many core teachers also teach options, often without any special training or preparation. Principals reported that 98 teachers had been required to teach outside their areas of specialization. Taking into account that this estimate was made by 71 per cent of the principals, about one-third of the total teaching staff is involved. It was the principals' opinion that the necessity for teachers to work in areas for which they had no special training was to reduce the quality of instruction. Some 6 per cent believed that this had a serious effect on standards. This is compounded by the excessive teaching loads carried by many teachers. In this sample 22 per cent of teachers exceeded the generally accepted teaching load of 32 hours per week.

THE K-10 PHILOSOPHY IN PRACTICE

2.35 Numerous references are made to kindergarten to Year 10 (K - 10) or to K - 12 philosophy in Western Australian schools. The foreword to the 1980 District High School Principals' Yearbook included this statement from the then Director-General of Education, Dr David Mossenson: 'the adoption of the K - 12 curriculum philosophy has provided one reason to reconsider the nature and role of the district high schools'. In 1981 the Education Department's new social

studies program was labelled 'K - 10'. The official policy appears to favour a unified system rather than one composed of primary and secondary divisions. But what does practice show? Tables 19 and 20 indicate that separation is much more common than unification. Only a few secondary teachers are involved in primary classrooms and even fewer primary teachers are involved with secondary classes.

2.36 Comments by teachers revealed a considerable variety of opinions. They ranged from perceptions of pleasant harmony to outright antagonism between primary and secondary teachers in the same schools. In one, secondary teachers voiced appreciation of the work of certain primary teachers who taught option areas. In another, teachers were overtly hostile about the lack of cooperation given by primary teachers. The researcher's visits to schools more commonly revealed indifference.

RESOURCES

2.37 When teachers were asked to rank resources according to their usefulness, they identified as most important the printed courses of study and teachers' guidelines. The second most valuable resource was advisory teachers, closely followed by other teachers in the school.¹ These choices are important for future programming in district high schools. They are summarized in Table 21. The importance of courses of study may be a local phenomenon caused by the standard operating procedures within the system. This is examined more comprehensively in a later chapter.

2.38 The question of which resources were most valuable for specified subject areas necessitated a consideration of four major factors: the type of teaching-learning most commonly practised by the teacher; the availability of

1. The use of other teachers as a major resource reaffirms the findings reported by Haller of school change in both the United States and Canada. Emil J. Haller, *Strategies for Change*. Toronto: The Ontario Institute for Studies in Education, 1969.

Table 20 Proportion of primary teachers participating in secondary classes of the school

Category	A few		About half		Most	
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
Are not involved	3	10	-	-	27	90
Are involved in an informal way	19	83	2	9	2	9
Teach on a regularly scheduled basis	24	96	1	4	-	-

Table 21 Teachers' ranking of resources of greatest assistance

Resource	Cumulative ranking	Raw score	Most often ranked first
Courses of study/guidelines	1	567	1
Advisory teachers	2	769	3
Other teachers	3	777	2
Parent volunteers	4	835	7
Audio visual aids	5	862	4
Principal	6	865	5
Superintendent	7	1097	6

Table 22 Teachers' estimates of availability of resources

Subject	Readily available		Sometimes available		Not available		Don't know		N
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	
Courses study/guidelines	104	59	52	30	10	6	11	6	177
Advisory teachers	65	37	85	48	24	13	6	3	180
Films	65	36	89	50	9	5	16	9	179
Film strips/slides	73	42	75	43	11	6	17	10	176
Cassettes	51	31	60	36	16	10	40	24	167
Video tapes	44	26	61	36	21	12	45	26	171
Other audio visual aids	37	24	46	29	22	14	55	34	160
Textbooks	72	41	60	34	28	16	16	9	176

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resources in the subject area; the quality of each of the resources available; and the frequency of use of the resources. Teachers were asked to answer all questions for the subject which they spent most time teaching. Their responses produced data about twenty-one different subjects. Results are reported here only for the core subjects and for three option areas, food and nutrition, typewriting and metalwork. (Since the tables to support this section of the report are both lengthy and numerous they are presented in Appendix A. Reference to them within the text is made by prefacing the table number with the letter A.)

2.39 The first factor to be considered is teachers' estimates of the proportion of class time devoted to teacher-directed whole class activities, teacher-directed small group activities and student-directed activities. Because of the small numbers of teachers responding to each category, conclusions are based upon the aggregates of relative time being spent in each. The data, contained in Tables A1, A2, A3, suggest that the favoured teaching-learning situation in English, mathematics and science is teacher-directed whole class activities followed by teacher-directed small group activities. Science teaching and, to some extent, social studies teaching, is characterized by slightly less teacher-directed activity and more group work. Some teacher-directed small group activities were reported for food and nutrition classes and typing teachers reported more student-directed activity. Metalwork teachers favoured a fairly even balance of teacher-directed whole class and student-directed activities.

2.40 The generalization which may be drawn from this data and from the scores obtained when all 21 subjects are considered is that most classes are strongly teacher-directed. This puts more onus on the teachers to secure the resources for particular lessons than if the students were given more

independence in their learning.

2.41 What are these resources and how available are they? Most of the core subjects have adequate course outlines and teachers' guides. The exception is English. A third of English teachers reported that course outlines were available, but another third claimed that they are not or that they didn't know of their availability. In the option areas examined in detail, teachers, other than those of food and nutrition, were of the opinion that guidelines were not readily available (see Table A4). When the total of 21 subjects was considered, only 59 per cent of the teachers indicated they had ready access to guidelines.

2.42 The second most valuable resource for teachers was advisory personnel. Some alarming perceptions of the availability of such persons were revealed. Only 13 per cent of English teachers, 33 per cent of mathematics teachers and 7 per cent of science teachers claimed that advisory services were available. Only among food and nutrition teachers was there general awareness of services directly available (see Table 22).

2.43 Teachers' responses indicated variation in the frequency of use of audio-visual aids in their teaching. As might be expected it is the teachers who used them who reported the most ready availability of films, film strips, sound cassettes, video-tapes and other audio-visual aids. Science and social studies teachers were best informed about the availability of material. Mathematics teachers reported the ready availability of such resources but as a group they most frequently lacked knowledge of them. An exception to this was in the area of text books. No mathematics teacher reported the lack of texts. Teachers of option areas were more apt to report the shortage of

resources than were teachers of core areas.¹ In summary, then, it is the teachers of core areas who see the greatest availability of resources, and of those, mathematics teachers feel less well supplied than do the others (see Tables A6 to A12).

2.44 A frequently voiced concern was that of the difficulty in obtaining repairs for equipment. Data from questionnaires support this concern (see Table A12). Only 26 per cent of the teachers indicated that maintenance and repairs were effected speedily; 40 per cent felt that service was slow; and 10 per cent that it just wasn't available. The question of audio-visual resources resembles a chicken-egg situation. On the one hand, additional resources will not be forthcoming if those presently available are not being used. On the other, teachers will not be disposed to use those which are not kept in good repair or are of poor quality. It is to the discussion of quality that this report now turns. For this purpose it is useful to compare the data of Tables 22 and 23.

2.45 Teachers were asked to estimate the quality of the resources in their subject areas. The information which appears in Tables A13 to A19 is summarized in Table 23. That summary represents the collective views of teachers surveyed. A comparison of the data with those related to the availability of resources suggests a causal link which should be kept in mind when interpreting them. On the whole, teachers are reasonably happy with the courses of study and guidelines for their work. English and mathematics teachers however find the guides less useful than

1. The Education Department's Audio-Visual Division confirmed that most resources were produced for use in the core areas and that not all district high schools had video-players. This may explain the high percentages of 'not available' and 'don't know' responses to the query about the availability of video-tapes.

Table 23 Teachers' estimates of quality of resources

Resource	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		N
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	
Courses of study/guidelines	75	42	70	39	21	12	13	7	179
Advisory teachers	90	50	45	25	30	17	17	9	182
Film	47	26	60	33	52	29	21	12	180
Film strips/slides	33	18	65	36	63	35	19	11	180
Cassettes	20	11	50	28	56	32	50	28	176
Video tapes	41	23	45	26	36	21	53	30	175
Classroom supplies	95	53	51	33	16	9	8	5	178

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they might be. Table A13 also suggests that only one third of the metal-work teachers find the guides very helpful, while 58 per cent see them as having limited usefulness.

2.46 Seventy-five per cent of the teachers perceived advisory teachers to be helpful (see Table A14). The quality of their assistance was rated most highly by teachers of typewriting, science, and food and nutrition. A third of the mathematics teachers reported that they had limited usefulness. Their perceptions of the quality of advisory teachers almost exactly duplicate their perceptions of the availability of those persons.

2.47 Films are seen as somewhat helpful (see Table A15). Science teachers, the group that reported them as most readily available, also see them as most useful and, conversely, mathematics teachers see them as less available and of limited usefulness. Film strips and slides are perceived to be of less use. Only social studies teachers reported that they were very helpful.

2.48 Audio-cassettes are not popular. Although 67 per cent of the respondents said that tapes were available, only 39 per cent indicated that they were useful. Video-tapes are more highly regarded, especially in the core subject areas where their availability is also rated as high (see Tables A17 and A18). It should be emphasized that not all district high schools have access to video-tape equipment (see Tables A17 and A18).

2.49 The most positive ratings were given to classroom supplies, especially by metalwork teachers. Eighty-three per cent of these teachers rated the supplies as very helpful; the rest rated them as usually helpful. Seventy-five per cent of science teachers rated classroom supplies as very helpful; and only 8 per cent either had no opinion or

rated them as of limited usefulness. A majority of all teachers rated classroom supplies as adequate (see Table A19).

2.50 A final question on resources asked teachers to indicate the extent to which these had been provided by local Parents' and Citizens' committees. The resources most frequently supplied by those bodies were audio-visual equipment, sports equipment and books, that is, materials additional to regular classroom supplies (see Table 24). Approximately one quarter of the teachers reported that parent committees make frequent contributions; a third that contributions were made occasionally; and the remainder indicated that the question did not apply to them or they could not answer it.

2.51 Although education in Western Australia's government schools is ostensibly free, program support from external bodies is usually provided. All schools charged an amenities fee, part of which is used to purchase resources. Other monies come from other agencies such as the Schools Commission, parent and community groups. Amenities fees, as reported by principals, ranged from \$4 to \$25 per student, the average being \$9.41.

2.52 Twenty-two schools received special funding such as grants for aboriginal education and innovation programs or as subventions from the Country Areas Program. The amounts varied from \$95.00 to \$70,000, the average being \$6,507. Amounts from \$1,000 to \$4,000 were most common. Thirty-six schools received donations from the P. and C. committees which ranged from \$800 to \$21,000, the average being \$3,291. Other community groups contributed an average of \$1,366 to 18 schools (if one which received a large amount was removed from the group, that average would drop to \$600). The information is summarized in Table 26.

Table 24 Teachers' perceptions of resources made available by Parents' and Citizens' Committees

Resource	Extent made available by P. & C.						N
	Frequently		Occasionally		Not applicable		
	Don't know						
	Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent	
A.V. equipment	40	23	58	33	80	45	178
Sports equipment	44	25	63	36	67	39	174
Classroom supplies	19	11	69	39	91	51	179
Books	47	27	61	35	68	39	176

Table 25 Amenities fees in 36 schools

Amount In dollars	Frequency
4	1
5	2
7	3
8	6
9	16
10	4
11	1
12	1
25	2
$\bar{X} = \$9.41$	

Table 26 Special funding received by district high schools

Source of funding	Schools in each funding category					Range	Mean
	0- \$499	500- \$999	1000- \$2999	3000- \$4999	\$5000 and over		
Special funding	2	3	8	4	5	\$95- \$70,000	\$6,507
P. & C. Contributions		1	19	11	5	\$800- \$21,000	\$3,291
Contributions from other community groups	14	1	1		2	\$50- \$13,400	\$1,366

Curriculum development in district high schools

2.53 Because schools are permitted to develop local curricula, questions explored the nature and extent of curriculum development to determine school factors which impeded or encouraged it. Table 27 lists the responses of principals about courses developed in the secondary division of their schools. Most of these courses have been approved by the Board of Secondary Education. Some notable innovations should be emphasized: the transition to work programs, the mature age students' courses, the project class and the solar energy class. The project class was designed for a group of mentally handicapped students presently in Year 8 and who will continue through Year 10. The mature age students' courses in typing and languages were introduced so that the school could become more community involved. Finally, the transition programs, and several other work-related courses, were designed to meet the needs of students who move to employment directly from Year 10. Several district high schools offer such courses.

2.54 Within classrooms, as well as within schools, teachers may modify existing courses by selecting from optional units or by creating new units. The most common practice is to choose from among existing units. Teachers were asked about the extent to which they had been involved in program development to meet local needs. About 30 per cent indicated some form of major involvement (see Table 29). It is reasonable to assume that teachers in this category might include many who were asked to teach in option areas in which they were unfamiliar.

2.55 What reasons do teachers give for their lack of involvement in curriculum development? There were asked to rank commonly identified inhibitors of curriculum adaptation and modification. The factors most frequently identified

Table 27 Courses (being) developed in the secondary division of district high schools

Class I Schools	Courses
1	Animal Husbandry 1979, Communications 1980
2	School Based Career Program, February 1980
3	Horticulture, February 1981 (not satisfactory)
4	Conversational French (will be dropped)
5	Farming, 1980 Transport (depending upon staff expertise)
6	Media (expensive fees). Outdoor Education Instrumental Music (sponsored by a Bequest)
7	Oral Reading through Recording
8	Outdoor Education
9	Agriculture (1978) Agricultural Mathematics
10	Year 11 Transition Program
11	Health Education (1982) Transition Education (1982)
12	Management and Family Living (great course, but hard to staff)
13	Back to Basics in English (Year 10)
14	Agriculture, Project Class
15	Solar Energy
16	Farming, Home Handyman, Transport, Mature Age Students' Courses (1980)
Class II Schools	
1	Radio Communication
2	Agriculture (1979) (because of interest of local farmer and principal)
3	Sex Education and Responsible Living (1981) Basic Farm Management, 1982
4	Horticulture (1981) Animal Husbandry, Transport, 1982
5	Non-Achievement Certificate Course (Aboriginal) 1981
6	Science Enrichment (1980) Transitional Education (1981)
7	Photography
8	Modified Year 8/9 (remediation) Bicycle Maintenance

Table 28 Teachers exercising the option of flexibility in choosing or adapting units of work from available courses of study

Extent	Frequency (N=236)	Per Cent
To a high degree	86	38
To a moderate degree	111	49
Seldom	21	9
Never	4	2
No flexibility allowed	6	3

Table 29 Extent to which teachers have been involved in the design of a course created to meet a special local need

Extent	Frequency	Per Cent
Initiated the course and played a major role in its development	54	24
Worked on a committee designing such a course and played a major role	13	6
Worked on a committee designing such a course and played a minor role	11	5
Assisted in a small way	46	20
Have not been involved	102	45

Table 30 Teachers' ranking of inhibitors of curriculum adaptation and modification

Inhibitor	Cumulative ranking	Raw score	Most often ranked first
Insufficient time to create new units	1	349	1
Flexibility not encouraged by superintendents	2	630	5
Perceived lack of flexibility and options in guidelines	3	687	2
Insufficient skill to create new units	4	700	3
Insufficient motivation to create new units	5	778	4
Flexibility not encouraged by principal	6	891	6

were lack of flexibility in the guidelines and lack of curriculum skills and insufficient time. Some indicated that they were not encouraged to do so. Table 30 summarizes the data.

2.56 Much current literature suggests that the principal should play an important part in curriculum development. In this survey principals were not seen as inhibitors of that process neither did they take a leading role. Principals indicated that these duties occupied only a small part of their time. Their responses should be viewed against the background of their total responsibilities and the setting in which these are conducted. For example, it would seem logical that principals in Class I schools have different demands upon their time than principals in Class II schools. In the latter case, all have regularly scheduled teaching duties. Table 31 shows that principals in both classes of schools spend similar percentages of their time in program pursuits. More Class I than Class II principals have no contact with the program concerns identified in this study: program planning, program development and implementation, program evaluation and formal discussion of classroom programs with teachers. In Class I schools the principal's responsibilities are shared with two deputy principals and these persons indicated that they spent approximately 20 per cent of their time on program concerns. However, in Class I schools, administrators have greater numbers of staff to assist. It is probable that differences in time spent by administrators on program organization are greater between classes of schools than between individual schools.

2.57 When administrators were asked if they had appropriate skills to assist teachers with various aspects of program, they indicated that their greatest strengths were

Table 31 Administrators' workload - percentages of time

Task	Principals				Deputy Principals	
	Class I		Class II		Class I	
	Range Per Cent	Average Per Cent	Range Per Cent	Average Per Cent	Range Per Cent	Average Per Cent
Teaching regularly scheduled classes	0 - 60	5	10 - 45	28	25 - 60	51
Administrative duties other than those related to program	15 - 90	57	10 - 50	33	10 - 58	25
Program planning	0 - 20	8	3 - 20	8	2 - 20	7
Program development and implementation	0 - 20	8	1 - 40	10	2 - 15	5
Program evaluation	0 - 20	8	3 - 15	6	1 - 10	4
Formal discussions with classroom teachers under your jurisdiction	0 - 10	6	1 - 20	8	1 - 10	5
Other	0 - 40	16	0 - 60	7	0 - 28	4

in the areas of classroom strategies and administration (see Table 32). Deputy principals, more than principals, were able to assist staff in suggestions for individualized or group instructional practices and in developing curricula. It is worth emphasizing that the majority of administrators did not see themselves as competent in this area. It is not surprising therefore that the data in Table 33 indicate that they do not receive many requests for assistance from teachers. The most frequent request was reported to be for resources and supplies, an area in which most principals indicated that they could assist and in which most teachers were reasonably satisfied.

Summary

2.58 Chapter 2 has provided an overview of Western Australia's district high schools, their personnel and courses at the secondary school level. Staffing in the schools is allocated on the basis of formulae which, while intended to be objective in procedures, are anomalous in application. One concern is the assignment of deputy principals on the basis of total school rather than secondary enrolment.

2.59 Almost 70 per cent of the secondary staff in the district high schools were less than 30 years of age. Most were relatively inexperienced and new to the schools in which they teach. Most administrators were aged 35 and over, and their median years of experience in their present school was two. Most teachers and administrators were not prepared to make a long term commitment to their school.

2.60 District high school students, for the most part, lived within a 20 kilometre radius of their schools. They expressed general satisfaction with their schools and saw them as supportive. Their parents, for the most part, were aged 30 to 49 years.

Table 32 Extent to which administrators feel sufficiently skilled to be able to assist staff with various aspects of secondary programs

Aspect	Category of Administrator	Extent					
		Unable to assist		Somewhat able to assist		Very able to assist	
	Principal Deputy Pr.						
		Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
Providing assistance in developing new or innovative curricula	Pr.	1	3	26	68	11	29
	Dep.Pr.	2	8	20	80	3	12
Giving general suggestions for class-room teaching-learning strategies	Pr.			5	13	24	89
	Dep.Pr.			9	36	16	64
Giving specific suggestions for individualised or group instructional practice	Pr.			18	46	21	54
	Dep.Pr.			18	75	6	25
Arranging visits from advisory teachers	Pr.			7	18	32	82
	Dep.Pr.	2	8	10	40	13	52
Securing necessary resources and supplies	Pr.			8	21	31	80
	Dep.Pr.			15	60	10	40

Table 33 Extent to which Administrators perceive staff asking for assistance with various aspects of secondary programs

Aspect	Category of Administrator	Extent					
		Never request assistance		Occasionally request assistance		Frequently request assistance	
		Freq.	Per Cent	Freq.	Per Cent	Freq.	Per Cent
Providing assistance in developing new or innovative curricula	Pr.	3	8	34	87	2	5
	Dep.Pr.	7	28	17	68	1	4
Giving general suggestions for classroom teaching-learning strategies	Pr.	1	3	35	90	3	8
	Dep.Pr.	1	4	18	72	6	24
Giving specific suggestions for individualised or group instructional practices	Pr.	4	10	34	87	1	3
	Dep.Pr.	2	8	18	72	5	20
Arranging visits from advisory teachers	Pr.	3	8	30	77	6	15
	Dep.Pr.	11	44	12	48	2	8
Securing necessary resources and supplies	Pr.	-	-	15	39	24	62
	Dep.Pr.	1	4	16	64	8	32

2.61 Subjects offered by the schools included the standard core subjects of English, mathematics, science and social studies. The most frequently offered options were related to manual arts and home economics. Languages, business studies and fine arts were most frequently cited by both students and parents as desirable but unavailable. Some options are considered as little more than educational 'fill'.

2.62 To assist them in their work, teachers cite as most important courses of study, advisory teachers and other staff members. The courses of study are seen as the most readily available resource and are generally considered to be of good quality. Classroom supplies are rated as basically adequate. Schools invariably charge students an amenities fee to help defray the costs of some resources. The cost of others is sometimes underwritten by local P. and C. Committees, community organizations and, in special circumstances, by the Schools Commission through programs such as its Country Areas Program.

2.63 Only a few new courses have been introduced recently into district high schools. Of these, the majority relate to work oriented or transition education. Teachers have modified some courses to make them more interesting and relevant, but they have not been involved extensively in wide-ranging innovations. Lack of time and expertise are cited as major reasons for this. For their part, principals indicated that they are not competent to give leadership in the innovation process, and that teachers do not request their assistance in that area. Consequently the status quo continues undisturbed. The next chapter of this report endeavours to question the legitimacy of that position.

3. Discussion

3.1 It is recognized that program organization is affected by many considerations. Some might be regarded as internal variables (for example, human and physical resources of the particular school or system) and others as external to the school and the system (including geographical, political, economic and social considerations). Many of these factors are interrelated and because of the unique circumstances in district high schools, contribute to a complex set of problems. This study has focussed on three fundamental issues: the restricted range and lack of continuity of subjects, limited program alternatives and lack of curriculum relevance. They are not discrete, nevertheless they are treated separately in this chapter.

Core subjects

3.2 One of the strongest impressions gained by the researcher was the importance attributed to the four core subjects. They occupy a central place in the timetable and consume the major share of available time. Emphasis is given to their importance in preparing students for upper school and eventual admission to tertiary education. There is an apparent contradiction, however, between the place of core subjects in the school timetable and the manner in which they are presented. On the one hand they are considered as 'sacred cows' of the lower school and, on the other, their importance is diminished by the not uncommon practice

of assigning their instruction to non-specialist teachers.

3.3 The relevance of the core subjects to that half of the Year 10 enrolment who leave school at the end of the academic year must be questioned. The scholastic background of those students has an uncertain relationship to the world of work or the long periods of unemployment the same school leavers might face. It is pertinent to recall that 24 per cent of the students surveyed expressed some degree of dissatisfaction with school (see Table 11). The lack of relevance of the curriculum might well be a contributing factor. A defence offered is that the various levels of difficulty inherent in the courses at advanced, intermediate and basic levels make provisions for the full range of students. In practice, however, the lower level courses are little more than watered-down versions of those at the advanced level. Even when all levels are taught as a common course, with provision made for individual differences, the aura of academe still permeates the instruction offered to those working at the less demanding levels of ability.

3.4 A second major impression about curriculum relevance is that most of the program innovations have been oriented towards the early school leavers. There are few core subject alternatives for students who are unhappy with their present subjects. Yet there could be. The documents produced by the Board of Secondary Education indicate that there is opportunity for the creation of new courses, but to date few have been submitted for approval. The very existence of alternative programs such as transition education, or options such as agriculture, manual arts/home economics is evidence of this. But, more often than not, the alternatives are designed with the lower achieving student in mind while capable students who do not intend to pursue tertiary education are neglected. The needs of these students prompts a consideration of options in the secondary division.

Options

3.5 At present three categories of options exist. The first category, which includes subjects such as crafts and physical education, is designed to serve the immediate interests of the students. A second category, including subjects such as woodwork and food and nutrition, meets present interests and contains concepts and skills which are related to daily life outside the school. The third category is composed of subjects such as languages which are prerequisites to upper school Tertiary Admission Examination subjects.

3.6 A few parents and teachers questioned the value of many of the options. Their doubts are shared by the researcher who has unequivocally labelled the options as 'fill'. Such a statement undoubtedly should be substantiated. Three observations are offered. First, many options are taught by teachers who have not had relevant preparation or training. In some instances mere indication of interest has been sufficient to justify a teacher's allotment to that subject. Second, the time allocated to instruction in options is frequently inadequate. For example, 2000 instructional hours is generally considered a minimum to develop competence in a foreign language. Consequently, the present system of two or four period options in languages, providing a maximum time allocation of 112 hours a year, is grossly insufficient. Many other options, such as crafts, photography and pottery are offered only for a single year in the lower school. The number of hours spent in instruction is usually insufficient to develop appreciable skills. Finally, many options face an uncertain future. Their existence depends upon the availability of staff. Teacher turnover is rapid and regular, and replacements are usually made with major consideration only for continuity in the core areas. As a result many of the

options are short lived or they lack continuity. It is no wonder that optional subjects are relegated to second class status. In this respect, the time factor is crucial. Even core subjects, on occasion, are taught by non-specialists who stay in the school for only short periods, but a core subject is allotted 240 minutes of instruction each week over three years. The option subjects are allotted 80 minutes a week and often for one year only. Moreover, the core subjects have syllabuses created by the Education Department. Their objectives are specified and sequential teaching strategies are suggested. Some teachers reported there were no specific courses of study in many of the options. The lack of consensus in their opinions, however, suggests that such courses are available, but are not generally known.

3.7 An important exception to the concerns presented in the preceding paragraphs is in the areas of manual arts and home economics. These two subjects illustrate how innovative approaches to program alternatives might be devised. Within each of them there is consistency in content and process. In fact, the display of finished products in the work areas is similar from school to school. The manual arts and home economics teachers also offer some of the more practical and interesting options. It is unfortunate, however, that they are seen as ends in themselves with little or no direct carryover to courses in the upper school or even to technical courses. Students who wish to take technical studies in related fields after Year 10 are not able to use their lower school experiences in those subjects to partially satisfy admission requirements to technical colleges. The bulletins of those colleges stipulate standing in core subjects as prerequisites to admission. When personnel in the Technical Education Division were questioned about this, they indicated that they were not very knowledge-

able about the lower school options programs.

Technical science courses

3.8 It is regrettable that although the lower school has a direct link to the program in the upper school through its core subjects, it does not have the same link with technical colleges through its technical subjects.¹ It is desirable that the status of manual arts and home economics be upgraded. To achieve this, some revision is necessary in the courses. For example, those which are practical applications of science could be restructured as technical science subjects. A three year sequence of content and skills could be devised. The upgrading of the content of the new courses would have to be matched by increasing the time allocated to their instruction to the equivalent of core subjects. Thus, they would parallel the 'academic' courses in time and, therefore, should parallel them in quality.

3.9 Although this upgrading is suggested primarily to assist the technical bound student, there seems little reason why such courses could not be generally offered as alternative core subjects. Although advanced level students might find it to their advantage to concentrate on

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1. J. Williams and T.A. Priest, *Attitudes of Employers to School Leavers in Western Australia*. (A project conducted jointly by the University of Western Australia and the Education Department of Western Australia.) Co-operative Research Series Report No.2. Education Department of Western Australia, 1978. This study included a survey of 107 employers of apprentices. 'A variety of apprenticeships was covered including the metal, electrical, building, printing, vehicle, food and other trades. More than 70 per cent of employers preferred completion of Year 10 while about 20 per cent stated there was no specified minimum educational standard. Eight per cent of employers nominated completion of Year 11 as a prerequisite, presumably with the intention of improving the educational levels of apprentice intake,' (p.8).

pure, rather than applied science, the extent to which that might be necessary will depend on the content of the alternatives. At the very least, one would expect that in three years of science one year might be devoted to technical or applied science. At the same time the courses should allow sufficient local adaptability for a variety of student needs to be met. Accordingly, the following suggestions are made:

- (i) that the Manual Arts and Home Economics Branches of the Education Department and the Technical Education Division collaborate in designing technical science courses for lower secondary schools to be offered at different levels of difficulty in order to meet the needs of students of various levels of ability;
- (ii) that the technical science courses be considered as part of the acceptable prerequisites for admission to certain related departments in technical education colleges;
- (iii) that the syllabuses for technical science courses be sufficiently detailed to give specific information about scope, sequence, revision and evaluation procedures;
- (iv) that the technical science courses be accepted as alternatives to one or more of the present lower school science courses;
- (v) that only specialist teachers be employed to teach the technical science courses.

3.10 The importance of the new courses will demand skilled instruction by qualified teachers. It is hard to imagine the situation described by one teacher:

I am a qualified Physical Education teacher, B.Ed., Dip.P.E., who taught P.E. for five years in a metro high school. I resigned.... There was a shortage of Manual Arts teachers so I applied and was accepted. I didn't know a try square from a claw hammer but I was still thought capable of teaching a very specialized subject area. Thanks to my principal I survived...

Especially in the early days of technical science courses when credibility has to be established it would be extremely important to have the best available teach the new subjects.

3.11 The above suggestions which would permit students of varied ability to take the new courses also speak to the matter of relevance. The proposed technical science courses are consistent with current policy and although they are recommended in the context of a district high school study, they could have application to all high schools. Suggestion 3.9(iii), which called for detailed syllabuses, had its genesis in the observation that qualified staff are not always available, therefore inexperienced staff must sometimes fill positions. When new courses are introduced guidance and assistance should be provided for all teachers.

Core subjects and options

3.12 In district high schools fewer options are available than in senior high schools. In the latter it is possible to divide students into groups by level of achievement, especially in mathematics where instruction at four levels is given. In practice, in small schools only one class of mathematics is usually available at any one year level. Consequently there are sub-groups within the classes. In schools with two or more classes at one year level, the most common practice is to have instruction for advanced and ordinary level students in one class and for elementary and basic level students in another.

3.13 The problems related to small numbers are many and varied. A school principal outlined one of them:

If class numbers are small, option class numbers are also small and this sometimes necessitates the cessation of an option which may be considered as traditional and important;

e.g. if only 4-5 girls are in a year level, it becomes difficult to offer say typing and home economics.

Similarly, small numbers in a class mean an inexperienced teacher finds himself having to teach all levels of an Achievement Certificate subject, and as, usually, there is a large 'tail' in these classes, the brighter students tend to be at some disadvantage with respect to standards and gaining teachers' attention.

This highlights difficulties with respect to the number of options offered, the treatment of wide ability ranges and problems of inexperienced teachers coping with subject content and methodology. A teacher, commenting on the scope and adequacy of subjects presently available to students in her school, wrote:

The scope appears reasonable but the depth and adequacy are suspect. The options are spread thinly and students obtain only limited access to these subjects. Languages are non-existent and English is only skimmed over, with in-depth studies not touched.

On the same topic another teacher observed:

...there is a need for allowances for low achievers to partake in more vocation options. Many core subjects are a waste of time for them... the programs in this school focus on those who need a certificate to continue their education. There are no allowances made for poor achievers or those who simply 'want to go onto the farm'.

Both of these teachers rated curriculum support services for teachers in their schools as inadequate. Teachers in two other schools (one a special school) wrote that they were so deluged with visitors that intrusions into their teaching time were counter-productive.

3.14 Students also identified areas of need. They are tabulated in Table 17. One student gave this opinion:

I am satisfied with my subjects I study. Yet I would like to have more options.... Also it would be a greater benefit if we could do options which we would be likely to take if we continued on to Years 11 and 12. In this way we are better prepared.

Yet another student, this time in a school offering years 11 and 12, wrote:

I was disadvantaged with the range of subjects available to Year 11 and 12s to study. I would have liked a wider range such as geology and agriculture, etc.

The same idea was put another way by a student from a district high school:

The only major complaint I can make regarding District High Schools is that students intending to continue on to Years 11 and 12 cannot be offered such a wide range of subjects as students in other schools. However, I understand that the small number of students returning to school makes it difficult for everyone to be pleased and get the subjects they really want. This I consider is perhaps the only problem with District High Schools.

3.15 Parents, too, identified areas of need in district high school programs, especially in languages and fine arts. Their suggestions are summarized in Table 18. Some indicated their awareness of the problems caused by teachers instructing outside their areas of specialization. One mother wrote:

Some teachers who are trained in one area and have to teach in other areas where no training has been given are restrictive in approach. The teachers now available do their best but as it stands it is unfair on the students and the teachers themselves.

3.16 These observations echo the common theme of lack of diversity and depth. The problems identified can be resolved by providing distance education materials for use in schools. Teaching in this mode has been greatly enhanced

by modern technology. The next section of the report examines in detail that method of delivering educational services.

Program diversity and distance education materials

3.17 Distance education is usually conceived of as a service to persons who are unable to attend schools. In an historical sense, correspondence schools (as they are generally called in Australia) were established to meet the needs of isolated persons. However, the modern distance education centre can be more than a purveyor of written materials to students studying at home. In a discussion of the expanded role of the New Zealand Correspondence School, McVeagh reported that its clientele includes:

1. preschool children (ages three through five) who are unable to regularly attend an officially recognized kindergarten, play center, or pre-school class of a primary school;
2. handicapped children (both intellectually and physically handicapped), who are provided with special courses;
3. specially gifted children who require extension programs;
4. adults of all ages who wish to complete or continue their education, including adult illiterates or semiliterates who, for one reason or another, have never learned to read or write satisfactorily;
5. new settlers, i.e., immigrants with non-English language backgrounds who wish to learn English;
6. teachers (a) who have not completed their basic training; (b) who are fully qualified but have been out of active teaching for more than two years and are required to undergo revision courses; and (c) who are fully qualified and in the teaching service, who wish to advance in the profession and therefore take courses to improve their background qualifications and extend their professional knowledge; and

7. the pupils of other small rural schools needing instruction in subjects (for example, science) in which the local teacher lacks the necessary knowledge.¹

3.18 In Queensland the correspondence school has a long history of providing curriculum support for students in schools. On the other hand, in Western Australia such provision is rare, and for a long time was contrary to correspondence school policy. It is now time to reconsider that policy. Distance education materials for use in schools could again become a major component of the correspondence school's services. There can be no doubt that such materials could be important for the education of many secondary students, especially those in small schools. The courses could help meet needs in all core subjects, and in options such as languages, art, music, business and commercial subjects and in technical and applied sciences such as electronics and computer technology. The present study has shown that these are subject areas in which deficiencies exist.

3.19 The use of distance education materials is gaining acceptance as one solution to the problems of rural schools. For example, in the United States, the 1974 Small School Study concluded that:

...correspondence courses could be sent from a central area to all the small isolated schools where under the direction of an aide or teacher the courses could be given to a small group of students. Correspondence-like courses could also be conducted via radio or television.²

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1. H.E. McVeagh, 'The New Zealand Correspondence School: A Pragmatic System for the Basic Schooling of Isolated Children' in Jonathan P. Sher (ed.), *Rural Education in Urbanized Nations: Issues and Innovations*. Boulder, Colorado: Westview Press, 1981, p.215.
 2. Report on the Small School Project, *The Small School: Return to the Human Dimension*. Occasional Paper No.2. Chicago, Ill: Commission on Schools, North Central Association, 1974, p.26.

3.20 Not only can they supplement a school curriculum, but they also permit students to work at their own pace. The New Zealand Correspondence School has demonstrated the applicability of courses for gifted and intellectually or physically handicapped children. The problems many teachers face in coping with the range of student abilities in subjects such as mathematics have already been canvassed. Distance education materials could be of great assistance coping with these problems.

3.21 In district high schools materials produced for the Isolated Students Matriculation Scheme (ISMS) are used to enable students to study subjects that otherwise cannot be provided. Other distance education material has been used in different ways. One principal indicated his personal experience of correspondence education courses used to enrich his own daughter's education:

Our daughter used correspondence materials for French and music and is still ahead of her city counterparts. I believe that the availability of a wide range of well prepared correspondence courses could overcome much of the subject range deficit in district high schools. This is generally more applicable to the able than the less able student. The current lack of correspondence course availability and the difficulty of gaining entry are limiting factors.

3.22 Principals reported that the facilities and support provided for ISMS students vary considerably. All students have telephonic access to the correspondence school and receive itinerant teacher support. In some schools students are assisted regularly by members of the teaching staff. Others, however, are assigned study space in the school and are given little other assistance. For many students that is not enough.

3.23 Statistics from a large distance education centre in Canada indicate that only 15 per cent of students are suff-

iciently self-motivated to complete their courses successfully. When students have regular supervision, even by an aide who provides moral support and help in organizing their work, the percentage of successes rises dramatically.¹ This suggests that important factors are the regularity and immediacy of assistance. That the supervisor need not be subject matter specialist is significant. It suggests the feasibility of one person supervising a group of students who are working on different courses and at various paces. This has direct application to district high schools as a means of providing program flexibility.

3.24 District high school students are accustomed to group situations and classrooms where individualized instructional techniques are employed. Therefore an organizational strategy in which distance education courses are employed could be useful. Students could work on a rotating schedule to enable them to spend time with subject matter specialists or with teachers knowledgeable in related fields. Thus, a distance education language student could spend time with the English teacher, an electronics student with the manual arts or science teacher, and so on. Another alternative would be to bring all correspondence school students together in one room where each would have a study carrel and access to equipment such as tape recorders, video-tape machines, slide projectors and mini-computers. Ready access to a telephone would be helpful. It would be desirable to provide a second area for distracting activities such as watching films or television. Of primary importance would be the provision of a responsible adult, preferably a generalist teacher, who would be available to:

- . help students organize their study timetables;

1. See, J.E. Davis and D.W. Ryan, *Constraints on Secondary School Programs*. Toronto: Ontario Ministry of Education, 1980.

- . assist students in the interpretation and organization of their lesson assignments;
- . encourage students to complete lessons on schedule and forward them for marking;
- . assume pastoral responsibilities for the class;
- . accept responsibility of integrating, as fully as possible, the correspondence students into the life of the school in which they are studying;
- . provide a link between the students and the correspondence school and other resource centres;
- . arrange for visits of itinerant teachers to students or of students to other schools;
- . visit resource centres or other schools to secure assistance as necessary;
- . keep necessary records.

3.25 It should always be borne in mind that studying by correspondence, even under supervision, is difficult for many students. Parents and students should be aware of the need for self-discipline, perseverance and consistent support in the home. These proposals do not assume that correspondence courses should replace conventional classes or that teachers should become mere supervisors of correspondence lessons. Rather, the idea is that the two might complement each other. A study of small high school programs for rural Alaska found that:

While the 'learning manager' role deserves some consideration as a way of addressing certain features of a high school program, it cannot be substituted for the direct instructional role of the teacher without jeopardizing a major portion of the learning potential that a high school program has to offer. It may resolve some of the problems of teaching but it complicates the task of learning.¹

1. Ray Barnhardt, et al, *Small High School Programs for Rural Alaska*. Fairbanks, Alaska: Center for Cross Cultural Studies, University of Alaska, 1979, p.26.

3.26 The value of interpersonal contacts among students, and between students and teachers, is generally recognized. The most recent developments in distance education endeavour to approximate those relationships through the deployment of itinerant teachers and interactive communications technology using telephone, two way radio, television and computer assisted instruction.¹ Educational television, in particular, has been used successfully. In this mode, the television teacher conducts a lesson and the students, through an audio hook-up with the studio, interact directly with the teacher and with each other.

3.27 Educational television is being used extensively as a support to other forms of instruction and as an independent medium. In Portugal, Telescola has been operating successfully since 1965 although its proponents are cautiously avoiding its formal evaluation, declaring:

...that Telescola, even if it were proved somewhat worse in terms of academic performance, may still be better than the real alternatives available to Portugese rural children - such as schooling a very long bus ride away, or boarding.²

In 1974 a Mexican television experiment revealed that student achievement in mathematics, Spanish and chemistry was superior to that of students in the traditional system and it was achieved at less cost.³

1. Davis and Ryan, op. cit.

2. L.C. Taylor, 'Schooling with Television in Rural Areas: Portugal's Telescola', in Jonathan P. Sher (ed.), *Rural Education in Urbanized Nations: Issues and Innovations*. Boulder, Colorado, Westview Press, 1981, p.119.

3. J.K. Mayo and S.J. Klees, 'Extending the School with Television: The Case of Mexico's Telescundaria'. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1974 (ED 090 988).

3.28 It should be noted that a television-correspondence combination is exceptionally beneficial, especially where two way communication is possible.¹ Without the television component, the written correspondence material may grow wearisome. Without the correspondence material, continuity may suffer, especially if television lessons are missed.

3.29 Finally, the school may use correspondence materials as part of its own program, the student's progress and assessment remaining a school concern. In this situation, and for students whose work is sent regularly to the correspondence school, visits by itinerant specialist teachers to schools or to groups of students assembled at a central location have merit, especially when the in-school distance education program is supervised by non-specialist teachers or aides.

3.30 The observations in this part of the report are summed up in the following suggestions:

- (i) that special distance education materials be designed for use in district high schools and that these materials include a wide range of teacher-learning resources which would supplement those normally found in correspondence courses designed for individual students;
- (ii) that all distance education materials include optional video and audio components and that the Education Department's Audio-Visual Branch work in close cooperation with the developers of all new courses;
- (iii) that the provision of correspondence services to school-based secondary students be organized as part of the daily school program and that regular supervision of the correspondence students become a recognized feature of this organization;

1. Y.M. Martin, 'An Analysis of an Experimental University Course via Satellite'. Unpublished paper. University of Victoria, British Columbia, 1980.

- (iv) that district high school resource centres receive additional books and materials to support students and teachers using distance education materials;
- (v) that principals and teachers in schools using distance education materials receive appropriate in-service training in the most effective use of the materials;
- (vi) that provision of itinerant teachers for correspondence school students be extended where feasible, and desirable, to all secondary school students studying by correspondence in school settings.

Distance education teacher materials

3.31 Although most distance education materials have been directed primarily towards students, they can be of inestimable value to teachers, especially those who are inexperienced or must teach outside their areas of specialization.¹ Questionnaire returns indicated that in 1981, 30 to 40 per cent of Western Australia's district high school teachers had been required to teach outside their specialist areas. Many of them indicated that they would welcome access to correspondence courses. They saw them as potentially useful resources which they could adapt to the particular requirements of their schools. Experience in Canada based upon similar circumstances and the equally important reality of financial investment in preparing distance education materials provides a model for local initiative. The Ontario Ministry of Education in 1981 made available to all schools, on a cost recovery basis, its correspondence division holdings. Even experienced and competent teachers have found the materials useful.

1. Recently print materials have been supplemented or replaced by audio-visual tapes, multi-media kits and, in technical-vocational areas, a variety of tactile resources such as tools, raw materials and working models.

3.32 One school district in British Columbia, which operates many schools similar to Western Australia's district high schools, has produced a series of specialized curriculum guides and program kits which are so specific that they may be used by unqualified teachers.¹ Since the boundary of this particular district extends into remote mountain valleys and small hamlets where it is frequently impossible to attract specialist teachers, these kits have been used to the benefit of students and teachers alike. Evaluation of these kits has shown that they provide educational experiences for the students which are closer to the policy of the Ministry of Education than might have been the case had courses been taught by qualified teachers who did not have access to them.²

3.33 The British Columbia Ministry of Education provides courses to all students in secondary schools who need subjects which are not normally part of their school's curriculum. It has developed other correspondence courses for small schools which are unable to offer regular options because they lack the necessary facilities. A feature of these courses is the extra resources they provide. There is ample precedent, then, for using correspondence materials in district high schools to diversify program, to cater for a wide range of individual differences, and to supply teachers with support materials and guidance. The latter use, once prevalent in Western Australia, now seems suspect on the grounds that the provision of distance education materials to teachers would encourage professional laziness. This idea must be challenged. There may be instances of teacher

1. D.W. Handfield, *Rural Secondary Education: A Descriptive Summary*. Victoria, B.C.: British Columbia Ministry of Education, 1977.

2. Ibid.

lassitude, but they would not be confined to teachers using distance education materials. A more positive attitude would be that even in extreme examples where the teacher depends wholly upon distance education materials in lieu of proper preparation, the persons who stand most to benefit are the students. At the very least, they would receive an approved course which has been prepared by subject specialists.

3.34 It could be further posited that most teachers will add their personal contributions to distance education materials even as they do to the outlines provided by any course of studies. It is interesting to speculate that, in the future, teachers using distance education courses may have access to a far richer array of materials than their counterparts who do not have such access. This will be especially true when distance education programs are extended to include satellite television, video-tapes and computer assisted instructional modules.

3.35 A realistic appraisal of future program needs of district high schools may be made by examining current program problems. The present study has revealed shortages of relevant core and option courses, inexperienced staff, insufficient students to create viable classes, and inadequate resources. Distance education could provide a partial solution to some of these problems. The expansion of the services of the Western Australian Correspondence School to secondary students and teachers could fill a great need. This was recognized by the panel appointed by the Minister for Education in 1980 to review education standards in lower secondary schools in Western Australia. Included in their list of 'desirable changes of emphasis in lower secondary education for the longer term' were:

- (d) The availability to all schools of distance education materials and technology for partial provision of specialist teaching.
- (e) The provision of courses to Year 12 in all high schools, including district high schools, irrespective of size, to be achieved not necessarily by school organization along traditional lines of specialist teachers and departments but by utilizing general teachers and new communications technology.¹

The task of supporting a complete high school program at this phase of the Distance Education Centre's existence is enormous. Furthermore, an expansion of Year 11 and 12 programs into every school would sound the death knell of some of the country high schools. Even if distance education becomes a major priority of the Education Department, an expansion of school-based services into Years 11 and 12 does not seem warranted until the present curriculum needs of lower school students are met. These problems could be ameliorated by the use of distance education materials. It is therefore suggested:

- (i) that distance education materials be approved for use in all schools in order to enlarge upon, and provide continuity in, the courses presently available to students;
- (ii) that distance education materials in core subjects and option areas² be made available to schools both as general resource material for teachers and students and, specifically, as guidelines and teaching aids for teachers who must teach outside their areas of specialization.

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1. T.A. Priest (Chairman), *Review of Educational Standards in Lower-Secondary Schools in Western Australia*. Report of the Panel appointed by the Minister for Education in Western Australia in February, 1980. Perth: Education Department of Western Australia, June 1981, p.13.
 2. As of March, 1982, these courses were available - in the core subjects: English, mathematics, science and social studies; in the option areas: art/craft, commerce, bookkeeping, technical drawing, health education and industrial arts. In 1983 a home economic course should also be available.

Such innovations would require that the update and expansion of distance education materials at secondary levels become a major priority of the Education Department. A concurrent requirement would be the preparation of new guidelines and syllabuses by the Curriculum Branch.

Curriculum development

3.36 The evidence discussed in the previous chapter demonstrated that the urgent need for alternative courses in district high schools is recognized by students, parents and teachers. The need exists across all ability levels. However, schools have failed to take up the challenge to develop alternative courses. Tables 27 and 28 illustrate that most teachers exercise some flexibility in choosing or adapting units of work from available courses of study, but 70 per cent have had little or no involvement in creating new courses. Furthermore, teachers believe they have neither the time nor skill to develop new programs. A principal commented that:

The concept of beginning or second year teachers attempting to engage in effective curriculum development is clearly hampered by limited teaching and local experiences (countered to some extent by enthusiasm). Most 'young' teachers have to work extremely hard to cope with the routine demands of teaching, without the added task of developing school based curriculum in a range of subjects.

His opinion was shared by others. The survey evidence (Tables 2, 5, 6) demonstrated that teachers are inexperienced and that they do not anticipate remaining in their schools more than two or three years. Given such circumstances, and realizing that curriculum development is a process which requires considerable time and effort, it is unrealistic to expect that school-based curriculum develop-

ment will be widespread.¹

3.37 In a consideration of school based curricula in 1981 Tripp observed:

...schools do not generally employ the autonomy they at present hold. Amongst the many reasons for this (particularly in Western Australia) is the fact that a centralized Department produces large quantities of teaching material, syllabuses and guidelines. The Department does not aid or encourage individual teachers to produce their own curriculum variations outside the guidelines and there is a promotion system which ensures a high rate of turnover in schools, particularly country schools. One result is a profession which expects to be told what to teach.²

This research does not propose to argue against the centralization of the Western Australian education system. It proposes that the strengths of centralization should be exploited. New programs are needed in district high schools, but these must be compatible with the system as a whole. Changes that are seen as desirable in district high schools may be best worked out by the larger organization which ultimately must incorporate the changes into its standard operating procedures.

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1. In all fairness, it should be pointed out that the malaise is not confined to Western Australia. As Barnhardt (op. cit., p.3) notes: 'The central, sustaining feature of any school should be its program of studies. It is to the establishment and support of a "program" that the other features of a school system should be directed. An inherent characteristic of social systems, however, is that, once established, the original goals of the system often give way to organizational and administrative features of the system as a prominent concern of its members, and schools are no exception. The purposes for which small high schools were created have a tendency to get lost in the organizational push to replicate the institutional capability of a 2,000 student comprehensive high school in every community in the state, regardless of size, need, or capability.'
 2. D. Tripp, 'The Overcrowded Core: A Cause for Concern', *Curriculum Perspectives*, Vol. 1, No.2, 1981, pp.51-6.

3.38 Centralized curriculum development has an inherent danger that it may create another set of common courses and do little to meet the need for diversity of program across the state. However, this must be weighed against the fact that little has been done to create alternatives, especially in the core subjects. Even one set of alternatives, such as the technical science courses suggested earlier, would be an improvement over the present situation. Once the framework has been devised, it is reasonable to expect that teachers will adapt it for local use. Most teachers already modify existing courses. One particular area that seems ready for system-wide guidelines is that of transition education.¹ Not only must program materials be developed, but a vigorous public relations campaign will also have to be launched. These will be essential if transition programs are to replace present certificate programs. The attitude of parents to existing alternatives highlights those needs. Some principals reported that parents are reluctant to enrol their children in non-certificate type courses. Others reported wide acceptance. (Aboriginal parents, especially, were reported to be more willing to accept alternatives.²)

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1. Some of the more exciting programs in district high schools are in the field of transition education. Many of these programs begin at the end of Year 10. One in particular which is run by a business education teacher involves having girls not only attend regular day classes but also come back to school in the evening for three hours each week. The girls are enrolled for external examinations in typing and shorthand and the external certificate they receive is sufficiently highly regarded that every graduate has found employment either within or outside the community.
 2. There has not been time nor opportunity to become involved in matters relating to Aboriginal education. Consequently observations are reported without necessarily recommending practices.

3.39 A potentially fruitful line of endeavour in the creation of core subject alternatives is to upgrade approved options. An example has already been discussed with respect to manual arts and home economics. Several other options could be considered. For example, a local history course could replace one year's social studies, or computer studies could substitute for a year's mathematics. The purposes of education will continue to demand courses in English, mathematics, social studies and science. However, it is unreasonable to expect that these core subjects should be mandatory for all students. For those proceeding to upper school a broader choice of subjects may be provided, especially in areas in which they will specialize.

3.40 The creation of core subject alternatives leads logically to the suggestion that rather than four core subjects there should be four broad areas of study, each of which might include several subjects.¹ Hence the core subject English could be replaced by an area called communications which might include English, art, music and any other studies which emphasize communication skills. Within the area of science there could be science studies of all types including applied science. Certain types of mathematics courses might be included in that area. A third area of study, environmental and social studies, could include the traditional social studies as well as separate courses in history and geography, politics, economics and environmental studies. Mathematics and business practices could include traditional mathematics and courses in electronic technology (such as calculators and computers) and commercial and business studies. Many subjects could be classified in more than one area.

1. The number 'four' is not significant. A somewhat similar argument to that being proposed was developed in considerable detail in the Curriculum Development Centre paper *Core Curriculum for Australian Schools*. Canberra: CDC, 1980.

3.41 Given four areas of study, what courses might students choose? The answer depends upon the extent to which the broad areas include an extensive range of subjects or only those directly related to the present core. The route which relegates options to second class status should be discouraged. A second factor in determining student choice is the actual number of courses offered. Here the district high school will probably face the same limitations that it always has encountered. Distance education courses have been suggested as a solution. A third factor is the career destination of the student. Students would continue to need standing in a determined number of subjects to receive a certificate at the end of Year 10. For example, all students would select at least three English courses from the communications area, one course from the pure and applied science area, two courses from the environmental and social studies area and two mathematics courses from the mathematics and business practices area. The nature of the subjects chosen and the selection of other courses would be determined primarily by the availability of subjects and the necessity of studying prerequisites demanded for admission to certain upper school subjects or particular occupations.¹

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1. A possible selection by an upper school bound student might be:

Communications	Eng. 8	Eng.	Eng.10
Mathematics and		Alt. 9	
Business Practices	Maths. 8	Maths. 9	Maths. 10
Environmental and			
Social Studies	Soc.St.8	Soc.St.	Soc.St.
		Alt. 9	Alt. 10
Pure and Applied			
Science	Sc. 8	Tech.Sc. 9	Sc. 10

3.42 The changes suggested here are radical departures from the present Achievement Certificate program and would require considerable long term planning for their implementation. However, a modified program could be considered for implementation at an early date. A starting point would be to consider what can be done within the parameters of present policy. These curriculum developments are the rationale behind the following suggestions:

- (i) that the Education Department and its regional offices in conjunction with the Board of Secondary Education regularly hold program meetings with principals and deputy principals (of district high schools) in order to explore the current possibilities for curriculum adaptation and development;
- (ii) that the Education Department recognize that the impetus for curriculum development, for the most part, will not come from schools and that, therefore, it must assume this responsibility;
- (iii) that the Education Department encourage the implementation of transition education programs in district high schools;
- (iv) that transition education programs not be deferred until the end of Year 10, but that some related courses be introduced earlier in the lower school;
- (v) that the Education Department prepare both guidelines and detailed syllabuses for transition education programs in lower secondary schools (allowing for local adaptation) and that the first courses be prepared at the Years 10 and 11 level and later courses at lower levels;

A technical college bound student might choose:

Communications	Eng. 8	Eng.Alt. 9	Eng.Alt. 10
Mathematics and Business Practice	Maths. 8	Bus.Prac. 9	Bus.Prac. 10
Social Studies	Soc.St. 8	Enviro.St. 9	Soc.St. 10
Pure and Applied Science	Sc. 8	Tech.Sc. 9	Tech.Sc. 10

- (vi) that the Education Department revise its lower secondary school program, replacing the present core subjects with four areas of study each of which would include the present core as well as other related subjects.

The principal and curriculum development

3.43 The data in Table 30 suggests that the total range of program tasks occupies only about 30 per cent of administrators' time. Program development and implementation occupies 10 per cent or less. Providing assistance in developing new or innovative curricula is seen by principals as the area in which they feel least confident. It is also the area in which they receive fewest requests for help. These findings may be restated in the generalization that principals neither see themselves as, nor are they perceived to be, skilled in the process of curriculum development.

3.44 Fifty of the 55 principals in district high schools are subject specialists, trained for secondary schools. Teachers usually reported that they were assisted in their subject area if the principal was qualified in that area. The consequence is that the assistance available is restricted. This is somewhat hard to understand. One assumes that a subject matter specialist in any field would usually have a background in the organization and development of program.¹

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1. That is a basic assumption underlying a recent Queensland Education Department decision to appoint a subject master - curriculum to a base school with responsibilities for a designated group of schools in the area. This person has a wide range of program responsibilities with respect to the secondary teachers in each school, and to the secondary departments *per se* (see Appendix 3). In the Queensland equivalent of the Western Australian district high schools the principal is a primary school principal; consequently, a (secondary) subject master is seen as having greater empathy with the problems of the secondary teacher.

3.45 The question which must be asked is why district high school principals do not give dynamic curriculum leadership. The need is there. A school principal summed it up in these terms: 'The secondary section is the area of challenge in our school.' Perhaps the answer lies partly in a perception that the principal's main task is to run a smooth organization and to maintain good relations among staff members and with the school community. These expectations may have led to a downgrading of the importance of the principal's role in curriculum development. Because of this, principals may be reluctant to become involved. The problem may be exacerbated by the principal's concern that his own subject orientation may distance him from staff members who do not share his area of expertise. A further, more real, possibility is that although principals may have knowledge of the content of a subject area, they lack training in program organization. Consequently, they are hesitant to embark upon a process that could take at least three years to complete, especially when their anticipated term of office is only from two to three years. By implication, therefore, such training is necessary. It should be a prerequisite for persons seeking administrative appointments. A series of carefully planned in-service programs could be organized for present school administrators. In the meantime the high regard in which advisory teachers are held could be used to good advantage by assigning them program coordination and support functions in all district high schools. The responsibility would supercede but not replace their subject responsibilities. These observations lead to the following suggestions:

- (i) that in-service training for school administrators should include a series of courses in program organization;

- (ii) that to the extent it requires/expects school administrators to engage in curriculum development, the Education Department should make successful completion of a course in program organization a prerequisite of appointment to a principalship or deputy-principalship;
- (iii) that Regulation 185 (1) (a) be amended to include a third requirement for new applicants for the position of deputy principal of a high or senior high school, and this requirement shall be,
 - (iii) the successful completion of a recognised course in program organization.
- (iv) that the Education Department consider the employment and/or redeployment of its secondary advisory teachers in such a manner that they visit all secondary teachers and principals in district high schools on a regular basis to assist in procedures relating to curriculum development and implementation and to do this in such a way as to maximize the flexibility and continuity of curriculum offerings from year to year.¹

Teachers and curriculum development

3.46 When it is recalled that the majority of teachers in district high schools are relatively inexperienced it is reassuring that approximately a quarter of them have been involved in the modification of courses created to meet local needs. The possibility that their involvement may have been occasioned by their teaching options with which they were unfamiliar does not detract from the importance of their participation. The percentage of teachers so involved would compare favourably with percentages in other jurisdictions.

1. In essence this suggestion creates a new role for advisory teachers.

3.47 Comments from parents and teachers about the lack of breadth and depth in some courses gives substance to the observation that program organization at the classroom level is perfunctory. Inexperience, and lack of supervision may underlie this. It must be recalled, however, that administrators are not seen as teachers' principal reference group. Other teachers are seen as being of greater assistance, ranking somewhat lower than courses of study and advisory teachers. One approach to improving program quality by giving advisory teachers curriculum responsibility has been suggested (3.45 (iv)). The effectiveness of that approach would be enhanced if classroom teachers were given a good grounding in the principles of curriculum development.

3.48 The need for teachers to have those skills is apparent when it is recalled that over one third of district high school teachers teach outside their area of specialization. Since this practice will likely continue, teacher training institutions should be encouraged to include courses on curriculum development in their programs. Another need expressed by teachers which could be met by training institutions would be to facilitate rural practice for all teachers. Additional practicums could be organized for those students who intend to work in district high schools.

3.49 The need for teachers to have rural assignments during their training programs was recently emphasized by Darnell:

...teacher training programs with rural assignments in mind are virtually non-existent. There are a few exceptions to this situation, but not enough to come near to meeting the needs. Added to this is the near certainty that beginning teachers are all but assured that their initial teaching assignments will be in a rural setting, many of them in extreme isolation. The professional development of teachers from pre-service

training through induction to highly specialized in-service training does not receive adequate attention.¹

3.50 An interesting development in educational theory, mastery learning,² has special relevance for district high schools. This theory acknowledges the broad spread of student ability found in classrooms. It sets the objectives for segments of learning, establishes mastery levels and provides for different instructional techniques and rates of learning so that all students can master the relevant concepts or skills. This is compatible with the principles which underly the Achievement Certificate but it conflicts with current teaching and assessment practices. The methodology of mastery learning is one which all teachers should adopt. It could be incorporated profitably in courses on curriculum development.

3.51 Some suggestions for the implementation of these observations are:

- (i) that a series of in-service programs for teachers provide opportunities for learning curriculum development skills and applying them to practical situations;
- (ii) that teacher training institutions make a comprehensive course in curriculum development a part of their training programs;
- (iii) that student teachers prepared for teaching in the secondary service (be required to) have at least one practicum in a district high school, and that the time may be extended for those student teachers who plan to teach in rural settings;
- (iv) that mastery learning principles be pilot tested in selected district high schools in order to determine their potential use in such settings.

1. In Darnell and Simpson, op.cit., p.227.

2. See, B.S. Bloom, *Human Characteristics and School Learning*. New York: McGraw Hill Book Company, 1976.

Staffing—program arrangements

3.52 District high school programs are directly influenced by the quality and numbers of staff available. However, many other factors also contribute. The following statements by principals identify some of them:

- . Staff availability and capability directly affect the program offerings. 1.5 teachers per form limits you to six teachers for four classes (forms) and nine teachers for six classes. Capability of each must vary and the maximum load/specialist is five classes.... Therefore one class must be taken by a non-specialist e.g. my Art/Craft specialist takes one class of Science with Year 8. She has never taught Science in her life before - NOR studied it either!
- . Promotional appointments are made on factors which take no account of the needs of particular schools, e.g. a school could have appointed to it two deputy principals who are specialists in the same area.¹
- . The general lack of experience of Secondary Staff has its draw backs. On the positive side however these are generally enthusiastic and conscientious young teachers.
- . The problem is over rated. The Education Department are thoughtful and co-operative as they can be in this regard. The school programme can be changed to suit the available staff and resources. The quality of the teacher - not so much the kind of teacher is a greater problem.... Administrators must use what they have, and this can result in the provision of appropriate and worthwhile programmes.

The problems indicated here are dealt with in turn.

1. This has been observed by the researcher.

Staffing—administration

3.53 One anomaly in the staffing formula relates to the differentials for determining the number of deputy principals to be appointed to district high schools. Irrespective of the actual number of secondary students, Class I schools are entitled to three deputies whereas Class II schools have one only.¹ This means that there is disproportionate opportunity for teachers to be given advice about teaching and program by administrative staff.

3.54 One solution to this anomaly would be to appoint deputies on the basis of secondary students, rather than total enrolments. Another would be to give all deputies program responsibilities across the whole school rather than across a division. This has been done in some district high schools and it is working quite effectively. Administrative responsibilities are redistributed across both divisions of the school. A third solution is to assign all program responsibilities to one of the deputies. Freed from teaching and administration, the deputy could become immersed in system, regional and school program development, thereby supplementing the work of advisory teachers. It would not disrupt normal school activities if this deputy were withdrawn for in-service programs. The innovations suggested in this section are summed up below:

- (i) that classification of a district high school shall be made on the basis of enrolment in the secondary division, rather than on the basis of total school enrolment;
- (ii) that although deputy principals in district high schools may be assigned to the primary and/or secondary divisions of those schools, they be given functional responsibilities across the whole school;

1. Enrolments in Class I schools ranged from 54 to 218 and in one instance a Class I school had a secondary enrolment of 39 students less than the largest enrolment in a Class II school.

- (iii) that in Class I district high schools the duties of one deputy principal shall be those of a subject master, or curriculum coordinator with responsibilities for program organization across the whole school;
- (iv) that all principals maintain some active involvement in program organization in their schools.

Staffing—teachers

3.55 One of the strengths of staffing in district high schools is the enthusiasm of the staff. At the same time, the inexperience and lack of maturity of so many of the teachers is a weakness. The staffing practices of the Education Department mean that young and inexperienced teachers will continue to be appointed to district high schools. This problem is compounded by a tendency of teachers to stay in the schools for less than three years. A few principals indicated that teachers are staying longer. Nevertheless, the provision is that teachers are permitted to apply for transfer after two years of country practice. The promotional procedures in the teaching service is a further complication. For example, it was reported that some teachers are encouraged to move to senior high schools in order to gain experience of teaching in the upper school. The movement of teachers has deleterious effects upon the continuity of program. The 'two-year tourist' syndrome is widespread. It may be speculated that a percentage of teachers seek transfers only to fulfil the expectation that they will do so. Some leave because they feel the need for more professional support, others because of inadequate housing and social isolation. For many teachers and principals, country service involves accepting a reduced standard of living. Teachers gave the following reasons for moving:

- . Country teachers would be more willing to stay in country schools and be more satisfied with their jobs if the living conditions were of a higher standard than currently exists.
- . Another problem is housing - sharing a flat with an ex-college student is no joy to a mature (e.g. grandmother - in 50s) person, and probably not for the ex-college student either. Lack of privacy is a real drag...
- . I find the feeling of isolation is exacerbated by the fact that our living quarters are not supplied with telephones - there is something very unattractive about rushing down to the P.O. in the cold, wet rains, heat, etc., to make long distance calls when one is used to having a phone at home. Probably teachers would be much more contented if they could have telephones installed so they can be contacted and be in contact with family, friends, etc., in non-school hours. No one would grudge paying the bill. For example, if my teenage son (in Perth) or my daughter or grandson (in Queensland) were sick or injured on Friday evening, I could not be contacted till Monday 9 am at school. This in fact happened in 1980. My son-in-law was killed on Sunday and I didn't get a call till Monday. In the meantime, my daughter was alone in Perth to cope with grief, funeral arrangements, etc. As my daughter was only 22, every maternal feeling I had was outraged that she couldn't have called me when she first needed me - I was filled with horror at the idea of her having to spend that Sunday night alone in their home. Such an incident makes one want to give away country teaching and head back to the city at once.¹

3.56 As well as professional and social isolation, many teachers reported a sense of cultural isolation:

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1. The possibility should be investigated of encouraging local governments to assist in providing good quality housing in order to attract and retain teachers. Such cooperation might help to develop closer school-community ties. Popular opinion has it that local governments are more ready to exploit the Education Department than to assist it. Nevertheless, an attempt to effect cooperation in the future should not be dismissed because of the failure to work cooperatively in the past.

...I was born and grew up in the city and was personally ill-prepared to face the massive adjustments needed to live in an isolated community. As I am interested in the performing and visual arts, I miss the opportunities I once had to visit galleries, museums, exhibitions and performances. The most obvious effects would have to be the development of self-directed activities and also adapting to the environment socially.

3.57 Isolation affects programs primarily through its relationship to job satisfaction which, in turn, is presumed to be related to the amount of time teachers are prepared to spend at school. The latter has already been considered as an important factor in program continuity. The evidence of teacher questionnaires showed that teachers who came from rural backgrounds were least conscious of geographic isolation but no statistically significant correlation is evident between teachers' rural background and their job satisfaction.

3.58 The need for induction and in-service programs for newly appointed teachers should be considered. When teachers were asked about the nature of such programs, several interesting perspectives were obtained. They are summed up in the following responses:

- . Good!
- . What induction program?
- . Help would have been appreciated in preparing us for the unique problems associated with teaching Aborigines instead of 'sink or swim'!

Eight per cent of teachers rated their induction as very good, 62 per cent as fairly good and 30 per cent as poor. Many newly appointed teachers wrote about the trauma of coming to a strange community and facing a new school, new subject matter and a new set of routines for which they were totally unprepared. Matters such as marking rolls, ordering materials, completing requisitions and organizing their sub-

ject areas were cited as matters of concern. It was suggested earlier that training institutions should include courses relevant to the needs of district high schools. However, there will still remain a body of knowledge and skills particular to individual schools which a school-based induction program could provide for newly appointed staff. Such a program might contain input from at least five different groups.

3.59 The first of these would be the community. Representatives, possibly from the Parents and Citizens Committee, could talk about the social-recreational-cultural aspects of community life. They could give their views on school-community relationships. The school administration could introduce program organization, the expectations held for it and resources available. Fundamental administrative matters could be dealt with. A third component could be detailed input related to the specific subjects for which the teacher is responsible. Since this would involve only one or possibly two teachers, relevant information could be transmitted through audio or video-tapes by a former teacher or a subject master. Similarly, a video presentation by the Board of Secondary Education and an Education Department official could be made. This should be standard for each school, and it would be important to change the program each year. A standing committee could be charged with the task of organizing this. The innovations suggested in this section are:

- (i) that district high school staff be contracted to their schools for a minimum of three years;
- (ii) that the appointment and transfer of staff to and from district high schools be organized on a rotating basis to protect continuity of program;

- (iii) that no more than 30 per cent of a school's teaching complement in any one year be recent graduates;
- (iv) (a) that the quality of housing available to district high school staffs be upgraded;
and
(b) that local governments be encouraged to assist in providing housing accommodation for teachers;
- (v) (a) that staff newly appointed to district high schools should have the opportunity to participate in a well planned induction program;

(b) that a standing committee be charged with the responsibility of devising a format for the induction program and producing the necessary support materials for it.

Generalist versus specialist teachers

3.60 There is a popular adage that secondary teachers are specifically oriented towards subjects while primary school teachers are generally oriented towards students. This demarcation was evident in teaching practices of many district high schools. However, a more realistic appraisal of the professional role would suggest that good teachers empathise with students regardless of subject taught or level of schooling.

3.61 This study has shown that some teachers are required to teach any subject, regardless of their training and experience. The assumption seems to be that any teacher can cope with any core subject. Given the knowledge and skills imparted at the lower school level it is not unreasonable to argue that with adequate resources most could do so quite well. Does the answer to the district high schools' staffing problems lie in the training of secondary teachers who have no specific subject expertise but, rather, generalist train-

ing in curriculum organization and teaching strategies? The answer must be a qualified 'no'. Although generalist teachers could do an acceptable job with respect to the core curriculum and many of the options, the knowledge of the specialist would be lacking. Furthermore, the generalist would probably be denied career opportunities for advancement as a subject master or as an administrator. An important consideration is that the community favours specialist teachers in secondary schools. It is a matter of concern to many parents when core subjects are not taught by specialists. The specialist who also has generalist training seems most suitable for district high schools. Such teachers would require more adequate training in curriculum studies. At the same time, as has been argued previously, there should be available in schools more resources to assist the teachers in areas outside their specialization. It is therefore suggested:

- (i) that the Education Department continue staffing the secondary departments of district high schools with specialists who, ideally, also have some generalist training.

Teaching resources

3.62 The importance attached by teachers to syllabuses and guidelines is matched by their perception that these are the resources most readily available. The observation that English and mathematics guidelines are not as useful as they could be suggests that they need to be revised. Similarly, the opinion that guidelines in the option areas are often inadequate calls for their re-examination. To a large extent, these shortcomings should be met through the provision of distance education materials for teachers' use both as guidelines and teaching aids.

3.63 The wide spread of opinion about the availability and quality of other teaching aids such as files, cassettes and

video-tapes indicates that the Education Department's Audio-Visual Branch should undertake a thorough investigation of the use of all resources it makes available to district high schools. Such a study would assist that branch and the Distance Education Centre in the production of relevant correspondence materials. Accordingly it is suggested:

- (i) that the Audio-Visual Branch of the Education Department conducts a comprehensive survey to determine the use of, and need for, various types of audio-visual resources in district high schools.

Supply and demand in staffing

3.64 Western Australia has not yet faced the trauma of serious decline in secondary school enrolments. However, some schools are threatened because of major population shifts within rural areas and from the country to the town. In urban centres, there is a parallel population drift from inner suburbs to the dormitory suburbs. The result might be that within the decade in both rural and urban centres, many small schools will close. Others will become smaller and suffer some of the program constraints that characterize district high schools today. A review of school enrolments suggests that between 15 and 20 per cent of district high schools even now are entering a period of instability. Education Department statistics project a general decline in all secondary schools beginning in 1986 and continuing until the end of the decade.

3.65 One effect of the decline has been a sharp reduction in the number of students enrolling in teacher training institutions. The longer term consequence might be that program difficulties in small schools will be exacerbated by a shortage of specialist teachers, especially in certain subjects. It is already difficult to obtain adequately

qualified mathematics and science teachers. It is imperative, therefore, that the Education Department prepare contingency plans specifically oriented towards safeguarding programs in all secondary schools. Accordingly it is suggested:

- (i) that the Education Department begin now to develop staffing plans which will protect school programs during the approaching years of declining school enrolments and possible teacher shortages.

The primary-secondary continuum

3.66 District high schools are unique in that they provide continuous schooling from Years 1 to 10.¹ Here, one might expect to find a K - 10 curriculum philosophy, and a K - 10 staff who are closely integrated and work as a team. However, it was pointed out in chapter 2 that this is an exception rather than a rule. The prevailing condition is one of separate staffs, occasionally even separate staff rooms. Sometimes there is limited cooperation between primary and secondary teachers and at other times overt antagonism. Encouragingly, there are instances which demonstrate that cooperation can be a vital part of a district high school's organization.

3.67 In this survey over 70 secondary school teachers reported that they are regularly involved in primary classes and 30 primary teachers that they teach regularly scheduled secondary classes, especially in the option areas. Secondary teachers are usually involved with upper primary classes. In interviews both groups revealed that they are uneasy in each other's departments. Secondary teachers reported that they are not competent to work with primary children, especially the youngest; primary teachers, who

1. Some schools also offer a pre-primary program.

are mostly female, reported that sometimes they are afraid of the older secondary school boys. On their part, principals gave the impression that they accepted, often unquestioningly, the primary-secondary split. A few have integrated their staffs; others have made no effort to do so. The standard operating procedures of the Education Department are oriented towards perpetuating the divisional structure.

3.68 The system, like most systems, has primary schools and secondary schools, with separate support and administrative procedures for each division. The district high school, like the bat which was neither bird nor mouse, fits comfortably into neither camp. The divisional aspects of the system are reflected and encouraged within the departmental organization regardless of expressed preferences for integration.¹ This is predictable and unfortunate: predictable because of the student operating procedures already mentioned; unfortunate because the examples of cooperation previously cited show how school programs can be enriched. An intermediate step towards total school integration which is both feasible and practical, would be a closer integration of program in Years 7 and 8. Teachers would find the cross-over between primary and secondary fairly easy and the practice could bring new skills and strengths into each division. This must be seen as the major justification of total integration and, indeed, has been in schools where the practice is followed.

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1. The practice of building new primary facilities some distance from the secondary classrooms suggests that the primary-secondary continuum concept, at best, has limited acceptance. At one large district high school with a separate primary facility, the reason given for the separation was that there would eventually be a new high school on the site of the old district high school. This seems to suggest that the primary-secondary continuum is applicable only to district high schools.

3.69 For primary-secondary integration to move past the school level and into a system procedure, it must be encouraged and actively supported by the Education Department. Because there are obvious advantages in a close working relationship amongst staff members in district high schools, these suggestions follow:

- (i) that the Education Department recognize the unique primary-secondary nature of district high schools and encourage total school program organization by actively supporting the concept of integration of program resources and staff;
- (ii) that the integration of divisions in district high schools be supported by integrating administrative support at the Education Department level.¹

The administration of program organization²

3.70 Although chapter 3 did not discuss the purpose of education in detail, it called attention to the irrelevance of some of the present courses offered by district high schools to a substantial number of their students. Strong support has been given to the proposition that program alternatives should be available within all schools, and some suggestions for achieving this have been made. However, they were suggested in specific contexts focussing on narrowly defined topics and a systems wide approach has not been addressed. An argument for such an approach is presented in the concluding section of this chapter.

1. See also suggestions in 3.72.

2. Darnell has commented: '... the curriculum for rural schools remains one of the topics foremost in contention and in all probability will continue to remain so. Of all the many aspects of education, the curriculum should be the one most debated so as to ensure that curriculum developments remain dynamic in nature. In rural education, the debate over the purposes of education and how they should be achieved should be continuing, thereby ensuring an ever increasing source of new ideas.' In Darnell and Simpson, op. cit., p.227.

3.71 To the extent that an education system is centralised, the central authority exercises a role in the organization of program and in the provision of supporting services for the whole system. This is the situation in Western Australia. Teachers expect that the Education Department will provide the necessary program materials and take such other steps as are necessary to implement its various curricula. The department has done this by providing guidelines and syllabuses, resource materials and support staff, but it has not been active in developing alternative core programs or in supporting local curriculum development. Indeed, its staffing and resources policies are frequently dysfunctional in this respect. Because its policies and practices provide the model from which schools take their cues, the department must not only adopt a certain course of action but be seen to be doing so if that action is to gain wide acceptance. Therefore a prerequisite to any state-wide change in district high school program organization must be a visible Education Department commitment to that change. That commitment may be evidenced by the implementing of various supportive administrative procedures. It is therefore suggested that the Education Department consider the following suggestions and implement those which are consistent with its philosophic commitment to district high school education:

- (i) develop policies for the allocation of resources and staffing in response to (new) school programs;
- (ii) upgrade the status of regional offices by
 - (a) permitting them a major role in hiring of teachers and staffing of schools;
 - (b) allocating to them more resources whose specific application is to secondary schools generally and to district high schools in particular; and
 - (c) setting up, within them, a special fund to support approved local curriculum development projects;

- (iii) establish an induction/orientation period for all district high school staff who will be going to new schools;¹
- (iv) designate, in senior high schools, subject masters who will be responsible for maintaining a link with newly appointed subject specialists in nearby district high schools;²
- (v) ensure that all newly appointed teachers have professional visits from consultative/advisory staff at least once a term during their first year;
- (vi) engage in discussion with teacher training institutions about the creation, content and offering of courses specifically oriented towards rural schools, in
 - (a) curriculum developments, and classroom management, for teachers;
 - (b) program organization, and administrative training, for principals;
- (vii) sponsor an annual conference for staff of small secondary schools;
- (viii) promote the formation of pilot district high schools where innovative programs may be developed and tested;³

1. This could occur towards the end of an academic year.

2. A time and money allowance should be available to these subject masters.

3. Among the programs which should be considered are those in cooperative education where students can spend at least a third of their course time working in local or regional commercial and professional enterprises. A further program of considerable merit would be one in community involvement where students would regularly assist in community or regional services such as hospitals, nursing homes, nurseries and social service agencies.

- (ix) investigate the possibility of consolidating the programs of some district high schools and of creating multi-campus schools where the transfer of students and/or teachers between schools is feasible, and desirable in order to take advantage of either teacher expertise or school facilities;
- (x) study the advantages which a semestered school year might have, with respect to procedures (ix) and (xi);
- (xi) consider the use of mobile classrooms, each staffed by its own teacher, to extend the range of alternatives open to schools;
- (xii) communicate to school staffs its expectations for them *vis a vis* program organization in their school and in the system.

3.72 The task of effecting change will involve many persons whose work should be coordinated by someone in a position of responsibility. Ideally, this person should have experience in both the primary and secondary divisions of the system or as a successful district high school principal. Moreover, the person should be flexible and creative, and committed to the future of district high schools. The person's record should provide evidence of dynamic leadership, including an excellent record in inter-personal relations, skills in program organization and creative problem solving. It is therefore suggested:

- (i) that the Education Department appoint a Superintendent of Education to the division of the Director of Schools, whose total responsibility would be the improvement of program in district high schools.

Summary

3.73 Chapter 3 has discussed issues arising from the data analyzed in chapter 2, and made suggestions relating to the organization of program in district high schools. It is appreciated that the disadvantages suffered by many district

high school students are also shared by high school and senior high school students. Consequently, any attempts to improve district high school programs will probably involve general policy changes which will affect all secondary schools in the state.

3.74 The primary issues with respect to program identified by this study, and others, are the restricted range and continuity of subjects, the limited program alternatives, and the lack of curriculum relevance. The range is limited not only in the core subjects but also in the options. Locally developed options are found in a few schools and many of these are related to manual arts and home economics with some schools offering subjects in general fields of agriculture and business practice.

3.75 A major complication for program alternatives in district high schools is the problem of discontinuity of staffing. The rapid turnover of staff frequently results in irregular course offerings especially in subjects such as art, music and languages. Many options are taught by persons who know little about their content and methodology. Even in the core areas, it is not unusual to find staff teaching outside their areas of specialization.

3.76 The question of relevance is contentious. Many students and parents are satisfied with the courses offered at their local high school. Yet the fact remains that 50 per cent of the student population will leave school at the end of Year 10 having been given little opportunity to study subjects other than those needed by their upper school bound peers. Some schools offer transition education courses to school leavers. Most do not: the impression gained from examining school programs is that the early school leaver is not catered for. This brings the discussion back to the previous concern for the restricted range of subjects. Few

alternatives are available, although provision is made for teaching and assessing competence in the core subjects at various levels.

3.77 The reason for the lack of program breadth does not rest entirely with school staffs. A majority of staff members are young, enthusiastic, dedicated and conscientiously trying to do a good job. However, their task is made difficult because of their lack of experience. A majority of them have been teaching for three years or less. Moreover, that same span of time is usually the maximum that they are prepared to stay in one school. Most of their efforts are concentrated upon trying to master their teaching assignment. Very little time is left to consider local curriculum development, or the more difficult task of creating alternative courses. Even where the desire exists the system does not support school based curricula. As a result, most curriculum innovations are in options which tend to appear and disappear as staff come and go. The options are not perceived to be of great importance even though their value to low achievers is often noted. In short, there are few substantial alternatives open to students who are not interested in a tertiary bound route but whose parents may want to receive a 'good' Achievement Certificate.

3.78 Two possible ways of extending the range of programs have been proposed. The first is an expansion of distance education materials into schools. These could provide new alternatives to students and also effect an improvement in program continuity through their use by teachers as program guides. The materials have great potential as aids for teachers who are required to teach outside their areas of specialization. The second, and certainly the most controversial means of extending the program is by providing alternative core subjects. It has been suggested that various

branches within the Education Department collaborate to create a new technical science subject by upgrading manual arts and home economics. These subjects could be allocated the same number of periods as each of the present core subjects and at various levels of difficulty. The lowest of these would be directed towards the transition education student, and the highest towards students who would be proceeding to technical or tertiary education. The subject would be an acceptable alternative to present core science at one or more levels. It has been suggested that alternatives might be created for other core subjects thus creating four broad areas of study, rather than four narrowly defined subjects.

3.79 The standard operating procedures of a centralized education department are usually such that the central organization must play a major role if it wishes to effect any substantial and widespread changes of program in its schools. This chapter has presented several suggestions for administrative procedures to facilitate program change. The final suggestion calls for the appointment of a superintendent whose full-time responsibility would be to administer these innovations.

4. Conclusion

4.1 Small secondary schools throughout the Western world are increasing in number. This study had as its genesis a concern for such schools and an appreciation of the difficulties they face in maintaining viable programs. Recent research on small schools has identified three interrelated elements in most of their programs: the restricted range of subjects offered, the few alternative courses available, and the lack of relevance of many subjects.

4.2 The problems of smallness are increased when a school is isolated. Small schools in urban areas have opportunities for cooperative program development which are denied to isolated schools such as those found in remote areas of Western Australia.

4.3 As well as endeavouring to discover the extent to which program deficiencies are characteristic of Western Australian schools, this study has made a series of suggestions aimed at effecting both general and specific program improvements in schools of varying sizes and degrees of remoteness.

4.4 A consideration of program improvement in any school should begin by examining the emphasis placed upon the core curriculum. The extent of the core has a direct effect upon the number of options offered since the core receives the major allocation of personnel and material resources. In small schools, traditional academic subjects such as English,

mathematics, history, geography and science are usually maintained at the expense of more practical subjects in the technical and commercial areas. This seems to occur even when all subjects carry equal credit value.

4.5 In Western Australia, the lack of program diversity is exacerbated by the fact that subjects carry unequal credit value. Higher priority is given to those subjects which eventually will be assessed by the Tertiary Admissions Examinations. Such subjects are staffed more carefully, allotted more instructional time and assigned a greater share of resources. Little provision exists in the lower school (years 8 to 10) for students to begin to specialize in business or technical subjects and, unfortunately, those subjects are accorded lesser status than the academic subjects. It would seem imperative that all subjects should be accorded academic credit proportionate to the time allocated to their study. Thus, time spent studying typing should receive the same credit as the same time spent studying science. The fact that almost a third of the parents participating in this study expressed some reservations about existing school programs suggests that changes are necessary.¹

4.6 An avowed purpose of most school systems is to assist all students to develop to the fullest extent their potential as individuals and as contributing members of society. In such systems, the necessity of diversity of curriculum to meet a wide spectrum of student needs must be apparent. As well, resources and services to support that diversity should be readily available. In many small schools some attempt is made to maintain breadth of program but usually students who are not university bound are disadvantaged for the teachers and equipment needed to provide alternative

1. A thorough research study of parental opinions and expectations regarding achievement certification seems called for.

courses are in short supply. There are few innovative and imaginative courses, especially in elective areas.

4.7 Remediating program deficiencies in small secondary schools is a difficult task and should be attempted with the full realization that there can never be true equality of educational opportunity. On the other hand, the range of opportunities presently being provided can usually be increased.

4.8 The desirable goals for all secondary schools should be: to permit students to pursue programs suited to their needs and aspirations; to prepare students who wish to specialize in academic, business or technological programs; and to accommodate individual differences through a wide variety of courses and teaching-learning techniques.

4.9 Attempts to achieve these goals usually lead to a consideration of two types of program alternatives. These are a reorganization and/or redeployment of existing resources and the provision of a package of learning materials. Both alternatives may involve changes within the school as well as the system. Certain learning packages may come from outside the system.

4.10 Making maximum use of existing resources should be a primary goal of every system operating small secondary schools. To do this, program priorities must be set within schools and within systems. For example, if a system commits itself to preparing students for academic, business and technological careers, it must ensure that programs are provided in each of those areas. Its commitment should be reflected in a policy statement (remembering that policy should be set to give general rather than specific direction and, ideally, should be proactive rather than reactive).

4.11 Operationalizing the policy is the task of the

schools and school related personnel such as superintendents. It will undoubtedly involve cooperation among schools and sharing of resources. Occasionally, school timetables will have to be coordinated in order to accommodate new programs such as televised instruction, which may involve two-way communication with a distant instructor. Similarly, the sharing of mobile classrooms, the provision of regional summer schools, or the twinning of campuses, all necessitate inter-school cooperation and timetable adjustment. The importance of the system's commitment is apparent.

4.12 The supervised use by students of distance education materials has great potential for promoting diversity in school programs. But such use involves changes in the structure of the school inasmuch as the traditional teacher-student relationship is disturbed. Teachers will need to learn new methods in order to cope with situations which the changed learning styles will create. Also it will be necessary for parents and students to learn how to choose wisely between conventional and distance education courses. Good student guidance services are essential. Acceptance of these changes will demand modifications of established behaviours, and it should be realized that, in many instances, this change will be a slow process.

4.13 Distance education course materials may also be used advantageously by both qualified and unqualified teachers who are assigned teaching duties in areas with which they are not familiar. In such instances, the course outlines become a valuable planning and teaching aid.

4.14 Further program diversity may be achieved through cooperation between the school and its community. Local enterprises and institutions can provide students with practical experience in technical, business and social

service environments that cannot be replicated in classroom settings. Evidence of the successful operation of community-centred programs has been documented even in rural areas where, at first glance, the opportunity for such programs seemed minimal.

4.15 The importance of staff in small schools cannot be over-emphasized. Teachers with generalist as well as specialist training are an important asset. Staff who are prepared to commit their services for a stated period of time add program stability to schools, especially in those remote areas where rapid turnover is common. Similarly, teachers who are prepared to travel become important in schemes involving mobile classrooms or shared resources.

4.16 Several new program alternatives such as two-way television, computer assisted instruction and self-instructional packages have been pilot-tested successfully. They may win wider acceptance in the future, but, at present, their use is limited by their expense. Far more impact will likely result from reorganization and redeployment of already existing resources. The suggested innovations of this study have supported that course of action.

APPENDIX A

Tables related to chapter 2

Subject	Percentage of time								
	0-25		26-50		51-75		76-100		N=
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	5	20	13	52	5	20	2	8	25
Food and Nutrition	5	40	5	40	3	30	8	32	13
Mathematics	5	20	7	28	5	20	2	17	25
Metalwork	6	50	-	-	4	33	-	-	12
Science	5	21	12	50	7	30	-	-	24
Social Studies	11	44	7	28	7	28	-	-	25
Typewriting	9	75	3	25	-	-	-	-	12
Total 22 Subjects	69	39	57	33	35	20	14	8	175

TABLE A1: Teacher estimates of proportion of class time devoted to teacher-directed whole class activities

Subject	Percentage of time								
	0-25		26-5-		51-75		76-100		N=
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	13	52	12	48	-	-	-	-	25
Food and Nutrition	4	33	7	60	1	8	-	-	12
Mathematics	17	71	5	21	2	8	-	-	24
Metalwork	8	80	1	10	1	10	-	-	10
Science	11	46	11	46	2	8	-	-	24
Social Studies	14	61	9	39	-	-	-	-	23
Typewriting	7	65	3	27	1	8	-	-	11
Total 22 Subjects	94	57	48	40	13	8	-	-	166

TABLE A2: Teacher estimates of proportions of class time devoted to teacher-directed small group activities

Subject	Percentage of time								
	0-25		26-50		51-75		76-100		N=
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	17	71	6	25	-	-	1	4	24
Food and Nutrition	10	84	1	8	1	8	-	-	12
Mathematics	16	84	3	16	-	-	-	-	19
Metalwork	6	55	2	18	1	9	2	18	11
Science	19	83	3	13	1	4	-	-	23
Social Studies	19	83	4	17	-	-	-	-	23
Typewriting	4	44	4	44	1	11	-	-	9
Total 22 Subjects	117	75	32	20	4	25	4	25	157

TABLE A3: Teacher estimates of proportion of class time devoted to student-directed activities

Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	11	46	5	21	5	21	3	13	24
Food and Nutrition	12	93	1	8	-	-	-	-	13
Mathematics	16	66	5	21	-	-	3	13	24
Metalwork	6	50	5	41	-	-	1	8	12
Science	17	71	6	25	-	-	1	4	24
Social Studies	18	69	7	27	-	-	1	4	26
Typewriting	6	43	8	57	-	-	-	-	14
Total 22 Subjects	104	59	52	30	10	6	11	6	177

TABLE A4: Teachers' perceptions of the availability of courses of study and guidelines

Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	5	21	16	67	3	13	-	-	24
Food and Nutrition	8	62	4	31	1	8	-	-	13
Mathematics	7	29	6	25	8	33	3	13	24
Metalwork	6	50	5	42	1	8	-	-	12
Science	12	50	12	50	-	-	-	-	24
Social Studies	10	38	13	50	2	7	1	4	26
Typewriting	5	35	9	64	-	-	-	-	14
Total 22 Subjects	65	37	85	48	24	13	6	3	180

TABLE A5: Teachers' perceptions of the availability of advisory teachers

Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	8	32	15	60	-	-	2	8	25
Food and Nutrition	5	39	7	54	-	-	1	8	13
Mathematics	10	43	9	38	4	17	1	4	24
Metalwork	2	17	7	58	-	-	3	25	12
Science	16	68	7	29	-	-	1	4	24
Social Studies	12	46	13	50	1	4	-	-	26
Typewriting	2	14	6	43	1	7	5	36	14
Total 22 Subjects	65	36	89	50	9	5	16	9	179

TABLE A6: Teachers' perceptions of the availability of films

Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	8	32	13	52	1	4	3	12	25
Food and Nutrition	3	23	9	69	-	-	1	8	13
Mathematics	9	42	7	29	4	17	4	17	24
Metalwork	5	42	5	42	1	8	1	8	12
Science	15	63	8	33	-	-	1	4	24
Social Studies	15	57	10	38	1	4	-	-	26
Typewriting	3	25	3	25	1	8	5	42	12
Total 22 Subjects	73	42	75	43	11	6	17	10	176

TABLE A7: Teachers' perceptions of the availability of film strips/slides

Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	8	33	11	45	1	4	4	17	24
Food and Nutrition	2	17	6	50	2	17	2	17	12
Mathematics	9	39	4	17	5	22	5	22	23
Metalwork	1	10	1	10	2	20	6	60	10
Science	9	39	10	43	-	-	4	17	23
Social Studies	11	44	10	40	1	4	3	12	25
Typewriting	2	17	6	50	1	8	3	25	12
Total 22 Subjects	51	31	60	36	16	10	40	24	167

TABLE A8: Teachers' perceptions of the availability of audio cassettes

Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	6	25	11	46	1	4	6	25	24
Food and Nutrition	2	15	5	29	1	8	5	39	13
Mathematics	8	35	4	17	4	17	7	30	23
Metalwork	2	18	3	27	2	18	4	36	11
Science	7	32	8	36	1	5	6	27	22
Social Studies	8	32	11	44	3	12	3	12	25
Typewriting	3	21	3	21	3	21	5	36	14
Total 22 Subjects	44	26	61	36	21	12	45	26	171

TABLE A9: Teachers' perceptions of the availability of video-tapes

Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	4	17	10	42	4	17	6	25	24
Food and Nutrition	3	25	4	33	1	8	4	33	12
Mathematics	6	27	4	18	5	23	7	32	22
Metalwork	2	22	1	11		22	4	44	9
Science	4	18	10	46	-	-	8	36	22
Social Studies	8	33	6	25	2	8	8	33	24
Typewriting	2	18	2	18	2	18	5	46	11
Total 22 Subjects	37	24	46	29	22	14	55	34	160

TABLE A10: Teachers' perceptions of the availability of other visual aids

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Subject	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	7	29	10	42	4	17	3	13	24
Food and Nutrition	6	46	4	31	2	15	1	8	13
Mathematics	15	62	7	29	-	-	2	8	24
Metalwork	6	50	3	25	2	17	1	8	12
Science	8	33	12	50	3	13	1	4	24
Social Studies	13	54	9	24	2	8	1	4	26
Typewriting	3	23	3	23	5	39	2	15	13
Total 22 Subjects	72	41	60	34	28	16	16	9	176

TABLE All: Teachers' perceptions of the availability of textbooks

Category	Readily Available		Sometimes Available		Not Available		Don't know		N
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
Sports Equipment	45	39	33	21	16	10	62	40	156
Equipment									
Maintenance and repairs	45	26	70	41	17	10	37	22	169
Classroom supplies and equipment	71	41	87	50	6	3	10	6	176

TABLE A12: Teachers' perceptions of the availability of various resources and services

Subject	Quality								N
	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	5	21	8	33	7	29	4	17	24
Food and Nutrition	7	54	6	46	-	-	-	-	13
Mathematics	7	28	11	44	6	24	1	4	25
Metalwork	4	33	7	58	1	8	-	-	12
Science	18	75	5	21	-	-	1	4	24
Social Studies	10	39	14	54	2	8	-	-	26
Typewriting	10	71	4	29	-	-	-	-	14
Total 22 Subjects	75	42	70	39	11	21	13	7	179

TABLE A13: Teachers' perceptions of the quality of courses of study and guidelines

Subject	Quality								N
	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	11	46	10	42	3	13	-	-	24
Food and Nutrition	9	69	3	23	-	-	1	8	13
Mathematics	7	28	7	28	8	32	3	12	25
Metalwork	7	58	3	25	1	8	1	8	12
Science	17	74	3	13	2	13	-	-	23
Social Studies	9	35	11	42	4	15	2	8	26
Typewriting	12	86	1	7	1	7	-	-	14
Total 22 Subjects	90	50	45	25	30	17	17	9	182

TABLE A14: Teachers' perceptions of the quality of advisory teachers

Subject	Quality								N
	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	3	12	11	44	11	44	-	-	12
Food and Nutrition	3	25	4	33	5	42	-	-	12
Mathematics	4	16	5	20	12	48	4	16	25
Metalwork	3	25	2	17	5	42	2	17	12
Science	12	50	11	46	-	-	1	4	24
Social Studies	12	46	10	39	3	12	1	4	26
Typewriting	1	8	3	23	4	31	5	39	13
Total 22 Subjects	47	26	60	33	52	29	21	12	180

TABLE A15: Teachers' estimates of the quality of films

Subject	Quality								N
	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	2	8	8	32	25	60	-	-	25
Food and Nutrition	2	15	7	54	4	31	-	-	13
Mathematics	2	8	3	12	12	48	8	32	25
Metalwork	2	11	3	25	6	50	1	8	12
Science	3	13	19	83	1	4	-	-	23
Social Studies	13	50	6	23	7	27	-	-	26
Typewriting	-	-	3	25	5	42	4	33	12
Total 22 Subjects	33	18	65	36	63	35	19	11	180

TABLE A16: Teachers' estimates of the quality of film strips/slides

Subject	Quality								N
	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	6	24	14	56	5	20	-	-	25
Food and Nutrition	2	15	4	31	5	39	2	15	13
Mathematics	1	4	4	16	9	36	11	44	25
Metalwork	-	-	1	9	3	27	7	64	11
Science	-	-	10	44		30	6	26	23
Social Studies	8	33	5	21	11	46	-	-	24
Typewriting	2	17	1	8	2	17	7	58	12
Total 22 Subjects	20	11	50	28	56	32	50	28	176

TABLE A17: Teachers' perceptions of the quality of audio cassettes

Subject	Quality								N
	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	10	40	7	28	4	16	4	16	25
Food and Nutrition	1	8	3	25	5	42	3	25	12
Mathematics	4	16	7	28	4	16	10	40	25
Metalwork	1	8	2	17	3	25	6	50	12
Science	7	29	11	46	-	-	6	25	24
Social Studies	9	38	5	21	6	25	4	17	24
Typewriting	1	8	2	17	2	17	7	58	12
Total 22 Subjects	41	23	45	26	36	21	53	30	175

TABLE A18: Teachers' perceptions of the quality of video-tapes

Subject	Quality								N
	Usually very helpful		Usually somewhat helpful		Usually of limited usefulness		No opinion		
	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	Freq	Per Cent	
English	11	46	9	38	2	8	2	8	24
Food and Nutrition	4	31	7	54	1	8	1	8	13
Mathematics	11	44	12	48	-	-	2	8	25
Metalwork	10	83	2	17	-	-	-	-	12
Science	18	75	4	17	1	4	1	4	24
Social Studies	10	42	8	33	6	25	-	-	24
Typewriting	8	57	6	43	-	-	-	-	14
Total 22 Subjects	95	53	59	33	16	9	8	5	178

TABLE A19: Teachers' perceptions of the quality of classroom supplies

APPENDIX B

District high school enrolment and teaching staff, July 1981

DISTRICT HIGH SCHOOL	PRE- PRIMARY	PRIMARY										SPECIAL	TOTAL	SECONDARY								TOTAL	GRAND TOTAL
		1	2	3	4	5	6	7	8	9	10			11	11	12	SPECIAL	TOTAL					
															OTHER								
BOYUP BROOK	36	28	23	36	30	30	41	35	-	223	28	42	34	-	-	-	-	104	363				
BULLSBROOK	37	49	53	39	49	45	57	57	-	349	54	34	55	18	5	18	-	184	570				
CORRIGIN	-	28	23	26	26	37	32	21	-	193	34	25	22	-	-	-	-	81	274				
CUNDERDIN AGRIC.	-	22	20	18	24	24	21	26	-	155	22	28	25	-	55	38	-	168	323				
DALWALLINU	26	17	22	20	11	19	18	16	-	123	25	30	22	-	-	-	-	77	226				
DENMARK AGRIC.	-	23	28	32	44	37	31	36	-	231	53	34	55	-	20	20	-	182	413				
DERBY	34	69	43	49	35	47	41	32	13	329	45	43	27	-	4	-	28	147	510				
DONNYBROOK	-	31	42	33	39	45	49	36	-	275	56	42	38	-	-	-	-	136	411				
EXMOUTH	50	39	46	50	46	52	34	36	-	303	40	27	24	-	-	-	-	91	444				
GNOWANGERUP	49	36	28	30	30	36	34	26	-	220	22	24	14	-	-	-	10	70	339				
KELLERBERRIN	64	26	17	26	28	30	28	32	-	187	29	25	25	-	-	-	-	79	330				
KOJONUP	-	48	51	43	49	52	52	42	-	337	55	43	36	-	6	-	-	140	477				
KUNUNURRA	-	65	53	69	56	62	57	33	-	395	18	18	12	-	-	-	6	54	449				
MORAWA	27	17	16	14	18	19	24	24	-	132	58	49	50	28	13	20	-	218	377				
NORSEMAN	-	31	35	41	43	38	35	54	-	277	45	31	25	-	-	-	20	121	398				
PARABURDOO	-	63	63	65	63	57	58	52	-	421	38	38	30	24	-	-	-	130	551				
PINGELLY	37	47	44	37	53	34	42	51	-	308	26	29	12	-	-	-	-	67	412				
QUAIRADING	41	30	21	25	27	26	33	23	-	185	31	20	26	-	-	-	-	77	303				
TOM PRICE	-	-	-	-	-	-	88	66	-	154	73	39	38	-	23	-	-	173	327				
WAGIN	-	57	44	52	53	41	52	37	-	336	36	40	39	-	-	-	-	115	451				
WAROONA	-	34	31	30	43	34	38	33	-	243	44	36	41	-	-	-	-	121	364				
WONGAN HILLS	-	30	25	31	32	34	36	31	-	219	41	34	17	-	-	-	-	92	311				
WYALKATCHEM	29	26	14	16	16	23	18	19	-	132	36	37	34	21	-	-	7	135	296				
YORK	31	38	32	38	39	43	49	55	-	294	33	35	38	-	-	-	-	106	431				

TABLE B1. PRE-PRIMARY, PRIMARY AND SECONDARY LEVEL ENROLMENTS AT CLASS I GOVERNMENT DISTRICT HIGH SCHOOLS IN WESTERN AUSTRALIA AT 1 JULY 1981

DISTRICT HIGH SCHOOL	PRE- PRIMARY	PRIMARY										SECONDARY										GRAND TOTAL
		1	2	3	4	5	6	7	SPECIAL	TOTAL	8	9	10	11	11	12	SPECIAL	TOTAL				
															OTHER							
BEVERLEY	-	26	26	28	27	33	33	32	-	205	29	25	20	-	-	-	-	74	279			
BODDINGTON	21	25	16	19	16	22	16	22	-	136	16	14	22	-	-	-	-	52	209			
BROOKTON	27	27	18	21	37	29	34	28	-	194	22	11	9	-	-	-	-	42	263			
BROOME	45	28	46	35	29	35	37	27	14	251	19	26	17	-	-	-	4	66	362			
BRUCE ROCK	-	17	15	17	19	14	10	20	-	112	13	12	18	-	-	-	-	43	155			
CARNAMAH	-	15	14	17	17	16	19	12	-	110	37	24	32	-	-	-	-	93	203			
DARKAN	34	18	16	18	16	30	19	19	-	136	8	9	7	-	-	-	-	24	194			
DONGARA	-	29	31	33	34	26	25	22	-	200	20	15	14	-	-	-	-	49	249			
DOWERIN	31	16	13	13	12	16	16	14	-	100	12	3	9	-	-	-	-	24	155			
DUMBLEYUNG	23	11	11	10	17	16	11	17	-	93	8	6	7	-	-	-	-	21	137			
GINGIN	-	29	21	26	30	16	28	25	-	175	24	21	-	-	-	-	-	45	220			
GOOMALLING	-	18	8	16	14	23	12	12	-	103	17	17	12	-	-	-	-	46	149			
JERRAMUNGUP	-	21	14	16	18	23	11	14	-	117	12	10	13	-	-	-	-	35	152			
KULIN	25	22	18	22	31	17	28	23	-	161	29	18	21	-	-	-	-	68	254			
LAKE GRACE	46	26	31	26	31	19	25	28	-	186	16	12	9	-	-	-	-	37	269			
LAVERTON	25	23	15	14	19	14	16	17	-	118	10	5	11	-	-	-	-	26	169			
MEEKATHARRA	36	41	32	25	21	20	25	12	-	176	23	15	15	-	-	-	-	53	265			
MUKINBUDIN	29	22	22	18	28	22	13	23	-	148	27	21	26	-	-	-	-	74	251			
MULLEWA	50	16	14	13	15	19	25	23	-	125	23	22	18	-	-	-	-	63	238			
NANNUP	-	17	21	18	16	18	17	13	-	120	11	18	17	-	-	-	-	46	166			
NAREMBEEN	38	16	18	14	16	21	13	15	-	113	18	15	18	-	-	-	-	51	202			
NORTHAMPTON	46	26	21	24	27	30	23	23	-	174	18	27	18	-	-	-	-	63	283			
NORTHCLIFFE	15	5	15	11	14	13	12	18	-	88	10	8	12	-	-	-	-	30	133			
PEMBERTON	-	24	15	18	25	12	26	17	-	137	17	19	17	-	-	-	-	53	190			
RAVENSTHORPE	41	19	23	17	23	22	17	11	-	132	22	18	21	-	-	-	-	61	234			
SOUTHERN CROSS	50	16	18	21	16	21	23	10	-	125	23	29	19	-	-	-	-	71	246			
TOODYAY	34	26	25	22	24	33	39	24	-	193	25	29	20	-	-	-	-	74	301			
WILLIAMS	36	22	26	16	23	22	22	21	-	152	16	13	10	-	-	-	-	39	227			
WUNDOWIE	-	17	17	19	23	15	15	15	-	121	13	13	13	-	-	-	-	39	160			
WYNDHAM	57	24	32	38	31	32	36	20	-	213	28	22	17	-	-	-	-	67	337			
YANCHEP	54	31	26	38	34	35	32	33	-	229	31	30	-	-	-	-	-	61	344			

TABLE B2. PRE-PRIMARY, PRIMARY AND SECONDARY ENROLMENTS AT CLASS II GOVERNMENT DISTRICT HIGH SCHOOLS IN WESTERN AUSTRALIA AT 1 JULY 1981

BEST COPY AVAILABLE

DISTRICT HIGH SCHOOL	PRE-PRIMARY			PRIMARY			SECONDARY			TOTAL		
	FULL-TIME	PART-TIME NO.	FTE	FULL-TIME	PART-TIME NO.	FTE	FULL-TIME	PART-TIME NO.	FTE	FULL-TIME	PART-TIME NO.	FTE
BOYUP BROOK	1	-	-	9	1	0.4	9	1	0.5	19	2	0.9
BULLSBROOK	1	-	-	15	1	0.4	18	1	0.4	34	2	0.8
CORRIGIN	-	-	-	8	2	0.6	8	1	0.4	16	3	1.0
CUNDERDIN AGRIC.	-	-	-	7	1	0.4	19	2	0.9	26	3	1.3
DALWALLINU	1	-	-	7	-	-	8	-	-	16	-	-
DENMARK AGRIC.	-	-	-	9	1	0.4	16	1	0.7	25	2	1.1
DERBY	2	-	-	17	1	0.4	16	1	0.2	35	2	0.6
DONNYBROOK	-	-	-	13	2	0.5	11	-	-	24	2	0.5
EXMOUTH	1	-	-	14	-	-	9	1	0.4	24	1	0.4
GNOWANGERUP	1	-	-	8	1	0.3	9	5	1.8	19	6	2.1
KELLERBERRIN	1	-	-	9	1	0.4	8	3	0.9	18	4	1.3
KOJONUP	-	-	-	15	1	0.3	12	3	1.0	27	4	1.3
KUNUNURRA	-	-	-	18	-	-	8	2	0.8	26	2	0.8
MORAWA	-	1	0.5	6	1	0.2	23	-	-	29	1	0.2
NORSEMAN	-	-	-	13	1	0.3	15	-	-	28	1	0.3
PARABURDOO	-	-	-	16	2	0.8	12	1	0.2	28	3	1.0
PINGELLY	1	-	-	13	2	0.8	8	1	0.6	22	3	1.4
QUAIRADING	1	-	-	8	2	0.7	6	3	1.5	15	5	2.2
TOM PRICE	-	-	-	7	-	-	15	-	-	22	-	-
WAGIN	-	-	-	13	1	0.9	11	3	0.9	24	4	1.8
WAROONA	-	-	-	10	1	0.3	11	-	-	21	1	0.3
WONGAN HILLS	-	-	-	9	2	1.1	8	1	0.6	17	3	1.7
WYALKATCHEM	1	-	-	6	-	-	16	2	1.2	23	2	1.2
YORK	1	-	-	14	-	-	10	1	0.6	25	1	0.6

TABLE B3. NUMBER OF TEACHING STAFF IN CLASS I DISTRICT HIGH SCHOOLS IN WESTERN AUSTRALIA AT 1 JULY 1981

DISTRICT HIGH SCHOOL	PRE-PRIMARY			PRIMARY			SECONDARY			TOTAL		
	FULL-TIME	PART-TIME NO.	FTE	FULL-TIME	PART-TIME NO.	FTE	FULL-TIME	PART-TIME NO.	FTE	FULL-TIME	PART-TIME NO.	FTE
BEVERLEY	-	-	-	10	1	0.3	6	1	0.3	16	2	0.6
BODDINGTON	1	-	-	6	-	-	5	1	0.2	12	1	0.2
BROOKTON	1	-	-	3	2	0.8	5	1	0.4	14	3	1.2
BROOME	1	-	-	11	1	0.4	7	1	0.2	19	2	0.6
BRUCE ROCK	-	-	-	6	1	0.2	5	2	0.7	11	3	0.9
CARNAMAH	-	-	-	5	1	0.2	8	1	0.8	13	2	1.0
DARKAN	-	1	0.6	6	1	0.4	5	-	-	11	2	1.0
DONGARA	-	-	-	8	-	-	5	1	0.4	13	1	0.4
DOWERIN	-	1	0.8	4	1	0.2	5	1	0.4	9	3	1.4
DUMBLEYUNG	-	1	0.5	4	2	1.0	5	1	0.2	9	4	1.7
GINGIN	-	-	-	7	2	0.4	4	-	-	11	2	0.4
GOOMALLING	-	-	-	4	2	0.4	5	1	0.4	9	3	0.8
JERRAMUNGUP	-	-	-	6	-	-	5	-	-	11	-	-
KULIN	1	-	-	7	1	0.4	6	2	0.9	14	3	1.3
LAKE GRACE	1	-	-	9	2	0.7	5	1	0.2	15	3	0.9
LAVERTON	1	-	-	5	2	0.5	5	-	-	11	2	0.5
MEEKATHARRA	1	-	-	10	-	-	6	1	0.1	17	1	0.1
MUKINBUDIN	1	-	-	7	1	0.2	5	3	1.1	13	4	1.3
MULLEWA	1	-	-	7	1	0.4	7	1	0.2	15	2	0.6
NANNUP	-	-	-	5	2	0.6	5	-	-	10	2	0.6
NAREMBEEN	1	-	-	7	-	-	5	2	1.1	13	2	1.1
NORTHAMPTON	1	-	-	8	1	0.5	5	2	0.4	14	3	0.9
NORTHCLIFFE	-	1	0.5	4	1	0.3	4	2	0.8	8	4	1.6
PEMBERTON	-	-	-	6	2	0.4	5	2	0.6	11	4	1.0
RAVENSTHORPE	1	-	-	6	1	0.4	5	2	0.8	12	3	1.2
SOUTHERN CROSS	1	-	-	6	1	0.9	6	1	0.2	13	2	1.1
TOODYAY	-	1	0.9	8	1	0.4	5	3	1.5	13	5	2.8
WILLIAMS	1	-	-	7	2	0.7	5	2	0.7	13	4	0.7
WUNDOWIE	-	-	-	6	-	-	5	2	0.9	11	2	0.9
WYNDHAM	1	-	-	11	-	-	6	1	0.2	18	1	0.2
YANCHEP	1	-	-	10	-	-	6	2	0.6	17	2	0.6

TABLE B4. NUMBER OF TEACHING STAFF IN CLASS II DISTRICT HIGH SCHOOLS IN WESTERN AUSTRALIA AT 1 JULY 1981

APPENDIX C

Job description of Queensland subject master/mistress—curriculum

Subject to the direction of the principal of the base school, responsibilities of the position include:

- (a) providing advice to the principal of each school within the group, as required, on curricular matters such as:
 - (i) curricular offerings;
 - (ii) design of the curriculum for individual secondary students;
 - (iii) procedures relating to the development, implementation and evaluation of the curriculum within the secondary departments; and
 - (iv) procedures and arrangements for the assessment of student achievement, and the recording and reporting of assessment made;
- (b) providing leadership to all secondary teachers within the group of schools in curricular matters such as:
 - (i) the preparation of programs of work and programs of assessment;
 - (ii) the development of assessment procedures, assessment techniques and assessment instruments for use in schools within the group;
 - (iii) making arrangements for teachers and for students to meet for workshops and other activities designed to break down the remoteness of the teaching-learning situation;
 - (iv) establishment and maintenance of channels of communication between teachers in different schools who have similar subject responsibilities,
- (c) undertaking periodic visits to each school to allow, through direct contact, for the kind of staff development which is normally exercised by a subject master in a secondary school, and to assist the principal in monitoring academic standards and student achievement; and
- (d) classroom teaching within the school to which appointed, compatible with responsibilities to other schools in the group.

APPENDIX D

Survey instruments

SECONDARY PROGRAMMES IN DISTRICT HIGH SCHOOLS

PRINCIPALS' AND DEPUTY PRINCIPALS' QUESTIONNAIRE

This questionnaire is set up for computer analysis.
The numbers in the right hand column refer to computer card columns.

Place a check mark beside your response (✓), or write in an answer if
if is asked for.

Questionnaire Number: _____

PART A - General Information

1. Sex Male 1 ()
 Female 2 ()

2. Age 20 - 24 1 ()
 25 - 29 2 ()
 30 - 34 3 ()
 35 - 40 4 ()
 Over 40 5 ()

3. What position to you hold?

Principal, Class 1 D.H.S. 1 ()
Principal, Class 2 D.H.S. 2 ()
Deputy Principal, Class 1 D.H.S. 3 ()
Other: (Please state) _____ 4 ()

4. Use two digits to give your total number of years'
teaching experience (00 - 45)

5. Use two digits to give your total number of years'
experience as a principal/deputy principal

6. How many years' teaching and administrative experience have
you had in District High Schools?

7. For how many years have you held your present position?

8. Are you happy in this school?

Yes 1 ()
Moderately 2 ()
No 3 ()

Card 1

1 = 1

2 - 6

7

8

9

10 - 11

12 - 13

14 - 15

16 - 17

18

9. If you are happy or moderately happy in this school, for how many years would you be willing to remain in it?

None 1 ()
 One 2 ()
 2 - 3 3 ()
 4 - 5 4 ()
 Over 5 5 ()

19

10. Does your family live with you in this community?

Yes 1 ()
 No 2 ()
 No family 3 ()

20

PART B:

Deputy-Principals answer only questions "21, 22, 23" and those open-ended questions, beginning on page 7, which relate to your interests and responsibilities.

11. Check the statement which best describes the physical layout of your school.

One building 1 ()
 A cluster of buildings on the same site 2 ()
 More than one building on different sites 3 ()

21

12. Special Funding: Please use one digit per box to indicate to the nearest dollar how much extra funding your school received this year.

Special Funding

e.g. Priority Country Areas Programme
 Aboriginal Ed., Innovative Programmes, etc.

--	--	--	--	--

22 - 26

P. and C. Contributions

--	--	--	--	--

27 - 31

Contributions from other Community groups

--	--	--	--	--

32 - 36

Amenities fee - per student

--	--

37 - 38

13. How many boys in Year 7 this year?

--	--

39 - 40

How many Year 7 boys are expected to continue in this school next year?

--	--

41 - 42

How many are expected to attend government schools elsewhere?

--	--

43 - 44

How many are expected to attend non-government schools in the state?

--	--

45 - 46

How many are expected to attend non-government schools outside the state?

--	--

47 - 48

14. How many girls are in Year 7 this year? ☐ ☐ 49 - 50
- How many Year 7 girls are expected to continue in this school next year? ☐ ☐ 51 - 52
- How many are expected to attend government schools elsewhere? ☐ ☐ 53 - 54
- How many are expected to attend non-government schools in the state? ☐ ☐ 55 - 56
- How many are expected to attend non-government schools outside the state? ☐ ☐ 57 - 58
15. How many boys are in Year 10 this year? ☐ ☐ 59 - 60
- How many Year 10 boys are expected to attend government schools next year? ☐ ☐ 61 - 62
- How many are expected to attend non-government schools in Perth? ☐ ☐ 63 - 64
- How many are expected to attend other non-government schools in the state? ☐ ☐ 65 - 66
- How many are expected to attend non-government schools outside the state? ☐ ☐ 67 - 68
16. How many girls are in Year 10 this year? ☐ ☐ 69 - 70
- How many Year 10 girls are expected to attend government schools next year? ☐ ☐ 71 - 72
- How many are expected to attend non-government schools in Perth? ☐ ☐ 73 - 74
- How many are expected to attend other non-government schools in the state? ☐ ☐ 75 - 76
- How many are expected to attend non-government schools outside the state? ☐ ☐ 77 - 78
17. Of all those students attending non-government schools next year, what PERCENTAGE would you classify as being in the top third of their classes? ☐ ☐ 79 - 80
- When you come to the last page of this questionnaire, please comment upon your response to this question. Card 2
1 = 2
2 - 6
- Questionnaire Number: _____
18. How many Year 8, 9 and 10 students in your school use correspondence courses as part of their schooling? ☐ ☐ 7 - 8
19. How many Isolated Students Matriculation Scheme students study in your school? ☐ ☐ 9 - 10

20. To what extent are teachers in your secondary division involved in counselling students (e.g. pastoral care, career guidance, etc.)

Infrequently 1 ()
Occasionally 2 ()
Frequently 3 ()

11

21. What percentage of your time would be spent on each of the following activities? Use two digits please. Total should be 100%.

Teaching regularly scheduled classes		12 - 13
Administrative duties other than those related to programme		14 - 15
Programme planning		16 - 17
Programme development and implementation		18 - 19
Programme evaluation		20 - 21
Formal discussion of classroom programmes with each teacher under your jurisdiction		22 - 23
Other activities. Name them. _____		24 - 25

Total: 100%

22. To what extent do you feel sufficiently skilled to be able to assist your staff with each of the following aspects of programmes at the secondary level? Check one response for each aspect.

ASPECT	EXTENT		
	Unable to assist (1)	Somewhat able to assist (2)	Very able to assist (3)
Providing assistance in developing new or innovative curricula			
Giving general suggestions for classroom teaching-learning strategies			
Giving specific suggestions for individualized or group instructional practices			
Arranging visits from advisory teachers			
Securing necessary resources/supplies			

23. To what extent do staff ask for your assistance with each of the programme aspects listed in the previous question?

ASPECT	EXTENT		
	Never request assistance (1)	Occasionally request assistance (2)	Frequently request assistance (3)
Providing assistance in developing new or innovative curricula			
Giving general suggestions for classroom teaching-learning strategies			
Giving specific suggestions for individual or group instructional practices			
Arranging visits from advisory teachers			
Securing necessary resources/supplies			

24. THIS YEAR, how many of your full-time members of staff have been required to teach outside their area of specialization?

☐ ☐

To what extent has this necessity affected the quality of the subject they have been required to teach?

- Little or no effect 1 ()
 Somewhat poorer quality 2 ()
 Greatly reduced quality 3 ()

25. THIS YEAR, to what extent were you able to secure the part-time secondary staff you needed in order to offer the options you desired?

- Not able to get all the staff we wanted 1 ()
 Able to get staff but not those we wanted 2 ()
 Able to get most of the staff we wanted 3 ()
 Able to get all the staff we wanted 4 ()

26. What influence do you feel that you have upon the assignment of full-time teachers to the secondary division of your school?

- No influence 1 ()
 Some influence 2 ()
 Much influence 3 ()

27. What influence would you like to have upon the assignment of staff to your school?

No influence 1 ()
 Some influence 2 ()
 What influence? _____

41

28. Under the Education Department's present policy with respect to the appointment and promotion of teachers, how much influence upon teacher assignment to your school do you feel that you could have at the present time?

No influence 1 ()
 Some influence 2 ()
 Much influence 3 ()
 In what way? _____

42

29. How many secondary teachers in your school would divide their teaching duties between your school and another. Give actual number.

☐

43

Subject areas of teachers so involved: _____

30. What proportion of your secondary specialist teachers fall into each category specified below with respect to participation in the primary classes of your school?

CATEGORY	EXTENT		
	A few (1)	About half (2)	Most (3)
Are not involved			
Serve in an advisory capacity only			
Serve in an advisory capacity AND teach on a regularly scheduled basis			

44

45

46

31. What proportion of your primary teachers fall into each category specified below with respect to participation in the secondary classes of your school?

CATEGORY	EXTENT		
	A few (1)	About half (2)	Most (3)
Are not involved			
Are involved in an informal way			
Teach on a regularly scheduled basis			

47

48

49

The remainder of this questionnaire is open-ended. Please comment on any topic on which you have an opinion. After the first few headings, you are free to designate your own topic. Concerns related to programme in the secondary area are especially solicited, but feel free to speak on any other topic.

Topic: Programme Responsibilities

Please describe specifically your responsibilities for programme in this school.

Comments:

Topic: The Regional Office of the Education Department

Please describe the use that is made of the Resource Centre of the Regional Office by teachers under your jurisdiction.

Comments:

Topic: Relations with other schools

To what extent have you and your staff had discussions about programmes with the staff of your nearest High School?

Comments:

Topic: To what extent have you and your staff had discussions about programme with the staff of your feeder schools?

Comments:

Topic: Specialist versus generalist teachers

To what extent would the appointment of capable generalist teachers instead of specialist teachers be a better approach to staffing in District High Schools?

Comments:

Topic: Staffing problems and their impact on programme

Comments:

Topic: Subjects/Options

Comments:

Topic: Facilities/Resources

Comments:

Topic: Education Department Policy, especially that related to
programme

Comments:

Topic: Non-Government Schools

If the proportion of your Year 7 students going to
non-government schools next year is different from
last year, please speculate why.

Comments:

Please state how this exodus of students (if it occurs) affects
your school programme. Specific effects would be appreciated.

Topic: Courses

Please list any courses (being) developed in the secondary division of your school, using the following guidelines:

- (a) Name of course
- (b) Date of introduction
- (c) Brief description of how the course came into being.

Comments:Topic: Mathematics

What procedures does your Mathematics teacher use to cope with the four levels of Mathematics for which courses are provided in each year of the secondary division?

Comments:Topic: Community Relationships

In what way and how often do you keep the community informed about school activities?

Comments:

Topic: Formal or informal courses for exceptional children.

Please identify:

- (a) The nature of the programme
- (b) The nature of the student's exceptionality
- (c) The number of students involved

Comment:

Topic:

Topic:

Topic:

If you would agree to be interviewed in connection with this study, please sign here:

Name: _____

School: _____

166

Thank you for your cooperation. Please be assured that all information will be kept strictly confidential.

SECONDARY PROGRAMMES IN DISTRICT HIGH SCHOOLS

TEACHERS' QUESTIONNAIRE

This questionnaire is set up for computer analysis. The numbers in the right hand column refer to computer card columns.

Place a check mark (✓) beside your response, or write in an answer if it is asked for.

Questionnaire Number: _____

PART A - General Information

1. Sex Male 1 ()
 Female 2 ()

2. Age 20 - 24 1 ()
 25 - 29 2 ()
 30 - 34 3 ()
 35 - 40 4 ()
 Over 40 5 ()

3. Up until the time you left secondary school, was the greater proportion of your education received in

- An urban setting 1 ()
 A rural setting 2 ()

4. Use two digits to give your total number of years' teaching experience (e.g. 00-45)

5. Use two digits to give your total number of years' teaching experience in District High Schools

6. Use two digits to give your total number of years' teaching experience in High Schools other than District High Schools

7. Use two digits to give the total number of years that you have taught in this school

8. Did you ask to be placed in this school or were you appointed?

- Asked to be placed 1 ()
 Appointed 2 ()

Card 1

1 = 1

2 - 6

7

8

9

10 - 11

12 - 13

14 - 15

16 - 17

18

9. Are you happy in this position?

- Yes 1 ()
 Moderately 2 ()
 No 3 () Go to question 11

19

10. If you are happy or moderately happy in your position, for how many years would you be prepared to remain in it?

- None 1 ()
 One 2 ()
 2 - 3 3 ()
 4 - 5 4 ()
 More than 5 5 ()

20

11. Is your school a Class 1 or Class 2 District High School?

- Class 1 1 ()
 Class 2 2 ()

21

PART B

12. What decimal fraction of a F.T.E. do you teach in this school? (.01 to 1.0)

22 - 23

13. How often would you teach students on a regular basis at each of the levels specified below?

	Never (1)	One period weekly (2)	Two or more periods weekly (3)
Below Year 4			
Years 4 to 5			
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

24

25

26

27

28

29

30

31

14. Use two digits to give the total number of (forty minute) periods, or equivalent, that you teach a week

32 - 33

15. The core subjects and accredited options listed on this page are those taught in some schools. The subjects above the double line are most commonly taught in all schools. Those below the double line are less common. Both lists are arranged alphabetically.

Beside each subject you teach indicate whether you teach it 1, 2, 3, 4, 5, or 6 periods per week. (1 period = 40 minutes). If there are subjects which you teach that are not on the list, there is a space for you to include these following the last entry on this inventory.

Subject Number	SUBJECTS Title	NUMBER OF PERIODS PER WEEK							
		1	2	3	4	5	6		
01	Art/Crafts								34
02	Clothing and Fabrics								35
03	English								36
04	Food and Nutrition								37
05	Mathematics								38
06	Metalwork								39
07	Physical Education								40
08	Science								41
10	Social Studies								42
11	Technical Drawing								43
12	Typewriting								44
13	Woodwork								45
14	Agriculture								46
15	Animal Husbandry								47
16	Bachelor Course								48
17	Ballroom Dancing								49
18	Business Principles and Practice								50
20	Childcare								51
21	Computer Studies								52
22	Consumer Education								53
23	Conversational German								54
24	Cookery								55
25	Cropping								56
26	Dance								57
27	Drama								58
28	Electronics								59
30	Farming								60
31	First Aid								61
32	French								62
33	General Metals								63
34	Geology								64
35	Grooming and Deportment								65
36	Handcrafts								66
37	Health Ed/Human Relationships								67
38	Home Handyman								68
40	Homemaking								69

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Subject Number	SUBJECTS Title	NUMBER OF PERIODS PER WEEK						
		1	2	3	4	5	6	
41	Indonesian							
42	Industrial Arts							
43	Italian							
44	Local History							
45	Management and Family Living							
46	Mathematics Enrichment							
47	Media Studies							
48	Motor Mechanics							
50	Music, Instrumental							
51	Outdoor Education							
52	Personal Development							
53	Photography							
54	Plastics							
55	Pottery							
56	Religious Education							
57	Science Enrichment							
58	Scripture							
60	Speech							
61	Speech/Drama/Film Making							

70

71

72

73

74

75

76

77

78

79

80

7

8

9

10

11

12

13

14

Card 2

1 = 2

Questionnaire Number: _____

Col. 2 - 6

If there are subjects which you teach that are not on this list, place
a check mark here ()

15

Then list the subjects below and indicate the number of periods per
week you spend teaching each subject

Subject (Examples)	Periods per week						
	1	2	3	4	5	6	
62 (Language) _____							
63 (Craft) _____							
64 (Technical Subject) _____							
65 (Aesthetic Subject) _____							
66 Other (Name it) _____							

16

17

18

19

20

170

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16. This question examines the range of teaching-learning styles and resources which you may use from day to day. Each of the subject areas in question 15 is numbered. For example, Mathematics is number **05**. Select the subject area in which you indicated that you spend the greatest amount of time. Put the number of that subject here.

With respect to that subject area ESTIMATE, using a two digit decimal fraction (.01 - .99) the proportion of class time devoted to

Teacher directed whole class activities

Teacher directed small group activities

Student directed activities

Total should equal 1.00

How frequently would you use each of the following resources in teaching that subject?

RESOURCE	USE			
	Daily (1)	3-4 times weekly (2)	3-4 times monthly (3)	rarely or never (4)
Audio Visual aids				
Resource Centre				
Community resources				
Field Trips, etc.				

17. To what extent are each of the following resources available to you from the Education Department in the area you specified in question 15? Check the best answer for each category.

RESOURCE	AVAILABILITY					
	Readily available on request 1	Sometimes available on request 2	Readily available as needed 3	Usually available as needed 4	Not avail- able 5	Don't know 6
Films						
Film strips/slides						
Sound cassettes						
Video tapes						
Other A.V. materials						
Sports equipment						
Equipment maintenance and repairs						
Classroom supplies/ equipment						
Textbooks						
Courses of study/ guidelines						
Advisory teachers						

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18. To what extent have each of the following resources been made available by the local P. and C. Committee?

RESOURCE	EXTENT MADE AVAILABLE BY LOCAL P. and C.		
	Frequently 1	Occasionally 2	Not applicable Don't know 3
A.V. equipment			
Sports equipment			
Classroom supplies			
Books			

44
45
46
47

19. Estimate the quality of the following resources in your subject area (question 15). Check the best answer for each category.

RESOURCE	QUALITY			
	Usually very helpful 1	Usually somewhat helpful 2	Usually of limited usefulness 3	No opinion 4
Films				
Film strips/slides				
Cassettes				
Video tapes				
Classroom supplies/Equipment				
Course of study/Guidelines				
Advisory teachers				

48
49
50
51
52
53
54

20. In your teaching generally, which of the sources listed below provides you with the greatest assistance? Please rank order these, placing (1) beside the source of greatest assistance, down to (8) beside the source of least assistance.

SOURCE	RANK	
Courses of study/Guidelines	()	55
Audio-Visual aids	()	56
Parent volunteers	()	57
The Principal	()	58
Other teachers	()	59
Advisory teachers	()	60
Superintendents	()	61
Other. Please name: _____	()	62

21. On the average, how many minutes a week do you spend supervising the work of ISMS students in your school? Use three digits for your answer (000-999). If you are not assisting such students, use for your answer.

63 - 65

22. How well did your pre-service training programme prepare you for your present teaching responsibilities?

Very well	1 ()	
Fairly well	2 ()	
Poorly	3 ()	If you answered "poorly" please comment on page 9

66

23. How well did your school induction programme prepare you for your present teaching responsibilities?

Very well	1 ()	
Fairly well	2 ()	
Poorly	3 ()	If you answered "poorly" please comment on page 9

67

24. How well did your in-service programmes assist you in your present teaching responsibilities?

Very well	1 ()	
Fairly well	2 ()	
Poorly	3 ()	If you answered "poorly" please comment on page 9

68

25. Most courses of study allow teachers the option of exercising a degree of flexibility in choosing units of work or in adapting the units to local conditions. To what degree do you exercise this option of flexibility?

To a high degree	1 ()	
To a moderate degree	2 ()	
Seldom	3 ()	
Never	4 ()	
No flexibility allowed	5 ()	

69

26. The factors listed below are commonly identified as inhibitors of curriculum adaptation and modification. Please rank order them from 1 to 6 as they apply to yourself. Rank (1) indicates the greatest inhibitor.

INHIBITOR	RANK	
Perceived lack of flexibility and options in guidelines	()	70
Flexibility not encouraged by superintendent	()	71
Flexibility not encouraged by principal	()	72
Insufficient time to create new units	()	73
Insufficient skill to create new units	()	74
Insufficient motivation to create new units	()	75
Other (name it) _____	()	76

27. To what extent have you been involved in the design of a course created to meet a special local need? Check one only.

Initiated the course and played a major role in its development	1 ()	
Worked on a committee designing such a course and played a major role	2 ()	
Worked on a committee designing such a course and played a minor role	3 ()	77
Assisted in a small way	4 ()	
Have not been involved	5 ()	

.../please see over

Your comments would be appreciated on the following topics.
Use the back of the page if necessary.

Topic: Isolation. It is said that District High Schools serve an isolated population. Do you feel that you (and your family) are isolated? If so, in what way? How does this affect you?

Comments:

Topic: The scope and adequacy of subjects presently available to students in your school

Comments:

Topic: Curriculum support services, both human and physical, for teachers

Comments:

Topic: Pre-service, induction and in-service training programmes
for teachers in your position

Comments:

Topic: Areas of programme strength in your school

Comments:

Topic: Areas of programme weakness in your school

Comments:

Suggestions/other comments

If you would agree to be interviewed as part of this study, please
identify yourself and your school:

Name: _____

School: _____

Thank you for your help.

SECONDARY PROGRAMMES IN DISTRICT HIGH SCHOOLS

STUDENTS' QUESTIONNAIRE

This questionnaire is set up for computer analysis.

The numbers in the right hand column refer to computer card columns.

To answer this questionnaire, place a check mark (✓) beside the answer you choose, or write in an answer if it is asked for.

Questionnaire Number: _____

1. What sex are you? Male 1 ()
 Female 2 ()

2. How old are you? Put one number in each box.

Example

1	4
---	---

--	--

3. How far do you travel from your home to school?

- | | |
|-----------------|-------|
| Less than 10 km | 1 () |
| 10 - 19 km | 2 () |
| 20 - 29 km | 3 () |
| 30 - 39 km | 4 () |
| 40 - 49 km | 5 () |
| 50 - 60 km | 6 () |
| Over 60 km | 7 () |

4. What year are you in?

- | | |
|--------|-------|
| Year 7 | 1 () |
| 8 | 2 () |
| 9 | 3 () |
| 10 | 4 () |
| 11 | 5 () |
| 12 | 6 () |

5. How well do you do with your work at school?

- | | |
|---------------|-------|
| Very well | 1 () |
| Quite well | 2 () |
| Not very well | 3 () |

Card 1

1 = 1

2 - 6

7

8 - 9

10

11

12

6. When you have problems with your school work, how often are you able to get help with those problems AT SCHOOL?

Always 1 ()
Most of the time 2 ()
Not very often 3 ()

13

7. How satisfied are you to be in your school?

I am not satisfied 1 ()
I am satisfied some of the time 2 ()
I am satisfied most of the time 3 ()
I am satisfied all of the time 4 ()

14

8. How satisfied are you with the subjects you study?

I am not satisfied with any of the subjects 1 ()
I am not satisfied with most of the subjects 2 ()
I am satisfied with most of the subjects 3 ()
I am satisfied with all my subjects 4 ()

15

IF YOU ARE NOT SATISFIED WITH YOUR SUBJECTS, PLEASE
TELL ME WHY ON PAGES 3 AND 4 OF THIS QUESTIONNAIRE

9. If it were possible for you to take Year 11 and 12 in this school, would you do so?

No 1 ()
Maybe 2 ()
Yes 3 ()

16

10. If it were possible for you to take your Year 11 and 12 in each of the following schools, which would you choose first?

The school I am in now 1 ()
Another government school 2 ()
A non-government school 3 ()

17

11. List any options you would have liked to have studied at this school but were not able to because they were not offered.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

The next two pages are for your comments.

SUBJECTS: If you are not satisfied with the subjects you study please tell why.

PROBLEMS: What kind of things cause you problems at school? Make a list of these and beside each problem tell who helps you with it, for example teacher, parent, friend. If nobody helps, say so.

Type of Problem	Person who helps with it

180

Some people say that District High Schools serve isolated students.

Do YOU think that you are isolated?

If you answer "Yes" to that question, in what way do you feel isolated?
Does it affect your schooling?

If you would like to make any other comments about you and your school
please do so here.

Thank you for filling out this questionnaire. I hope to interview a few
students and if you would like to talk to me about your reply please
write your name and school below.

Name: _____

School: _____

SECONDARY PROGRAMMES IN DISTRICT HIGH SCHOOLS

PARENTS' QUESTIONNAIRE

This questionnaire is set up for computer analysis. The numbers in the right hand column refer to computer card columns.

For each question, place a check mark (✓) beside your response, or write in an answer if it is asked for.

Questionnaire Number: _____

1. Please indicate the sex of the parent answering this questionnaire

Male	1 ()
Female	2 ()

2. In which age group are you?

Under 30	1 ()
30 - 39	2 ()
40 - 49	3 ()
50 and over	4 ()

3. How far is your home from the District High School your child attends?

Less than 10 km	1 ()
10 - 19 km	2 ()
20 - 29 km	3 ()
30 - 39 km	4 ()
40 - 49 km	5 ()
50 - 60 km	6 ()
Over 60 km	7 ()

4. How many children do you have in each of these divisions at school? Place the actual number in the box

Primary (Years 1 - 7)

Lower School - Secondary (Years 8 - 10)

Upper School - Secondary (Years 11 - 12)

5. If you presently have or have had children in Years 8 to 10, please rate the adequacy of courses offered at those grade levels.

Adequate most of the time	1 ()
Adequate some of the time (see last page)	2 ()
Not very adequate (see last page)	3 ()

Card 1

1 = 1

2 - 6

7

8

9

10

11

12

13

6. If you presently have, or have had, children in Years 11 and 12 at a District High School, please rate the adequacy of courses offered at those grade levels. See also question 14.
- | | | |
|---|-------|----|
| Adequate most of the time | 1 () | 14 |
| Adequate some of the time (see last page) | 2 () | |
| Not very adequate (see last page) | 3 () | |
7. If you attended a District High School - or similar school - please compare the quality of the education your children are receiving with that which you feel you received.
- | | | |
|---|-------|----|
| Children's education is superior to what I received | 1 () | 15 |
| Children's education is as good as I received | 2 () | |
| Children's education is not as good as I received | 3 () | |
8. If the District High School your children attend does not offer courses in Years 11 and 12, would you send your children to it if such courses were available?
- | | | |
|------------|-------|----|
| No | 1 () | 16 |
| I think so | 2 () | |
| Definitely | 3 () | |
9. To be answered only if you have children in Year 7. Where will your children attend school next year?
- | | | |
|--|-------|----|
| At the District High School | 1 () | 17 |
| At a government high school elsewhere | 2 () | |
| At a non-government school in the state | 3 () | |
| At a non-government school outside the state | 4 () | |
10. If your children plan to continue their education beyond Year 10, how will this be done?
- | | | | |
|--|-------|----------------------|----|
| Through correspondence | 1 () | Go on to question 14 | 18 |
| At a non-government school in the state | 2 () | Go on to question 11 | |
| At a non-government school outside the state | 3 () | Go on to question 11 | |
| At a government school | 4 () | Go on to question 12 | |
11. If your children will go to a non-government school, will they go as
- | | | |
|--|-------|----|
| Day students, commuting daily to school | 1 () | 19 |
| Day students, boarding with friends or relatives | 2 () | |
| Boarding students | 3 () | |

12. If your children will go to government schools, will they

Travel daily to the nearest senior high school

1 ()

Attend a school using hostel facilities

2 ()

Attend a school and board with friends or relatives

3 ()

20

13. Please comment below on the reasons for your choice of school.

14. List any options that your children would like to have studied (or that you would have liked to have had them study) but which were not available at your District High School.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Your comments would be appreciated on the following topics.

Topic: Courses in the secondary division of your District High School

Comments:

Topic: Areas of need in your District High School

Comments:

Topic: Suggestions about how change might be brought about in each of the above areas

Comments:

Topic: Some people say that District High Schools serve an isolated population. Do you feel that you and/or your family members are isolated? If so in what way? How does this affect you?

Comments:

I hope to interview a few parents as part of this study. If I am able to visit your area and you would agree to be interviewed, please write in your name and address below.

Name: _____

Address: _____

Phone: _____

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